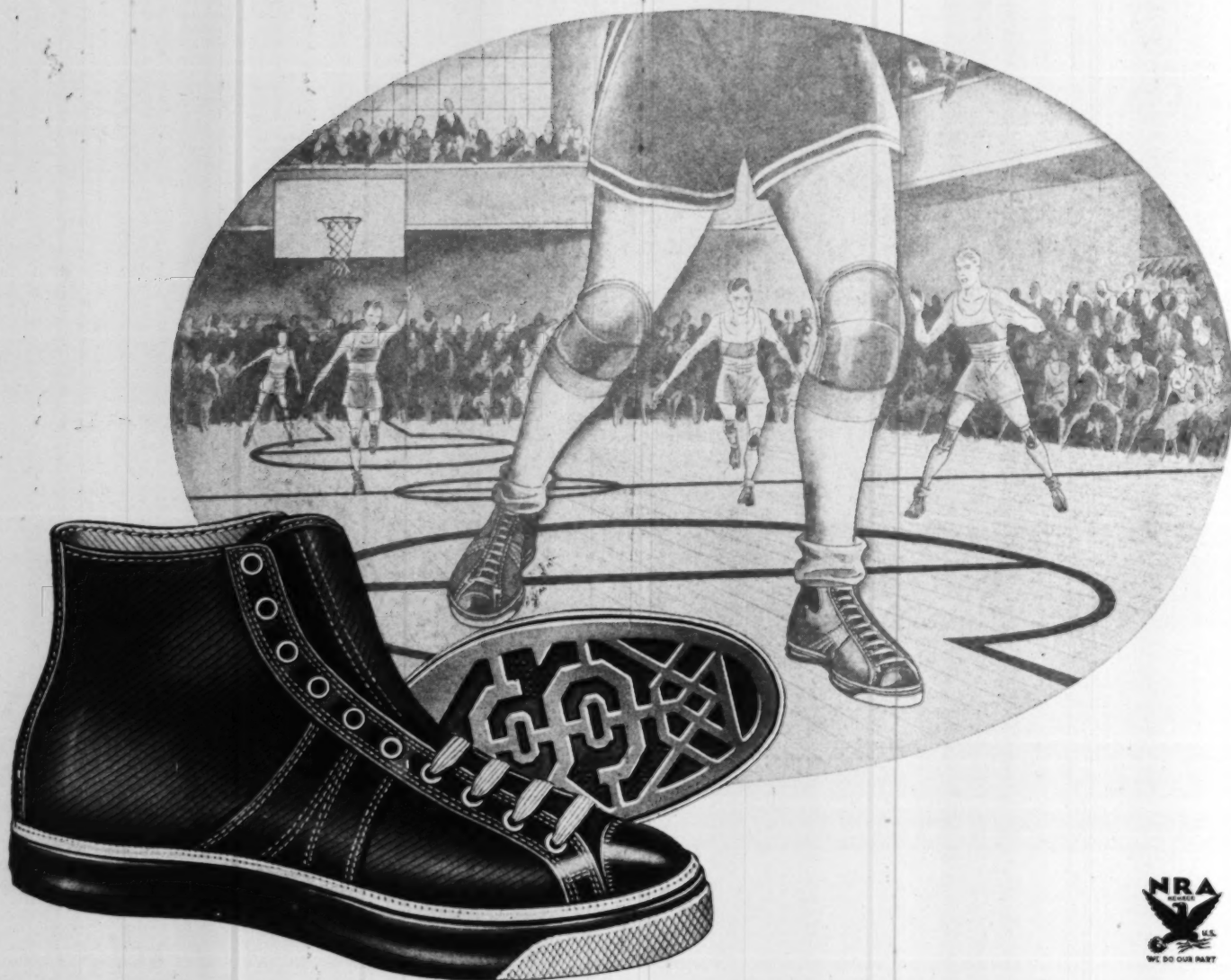


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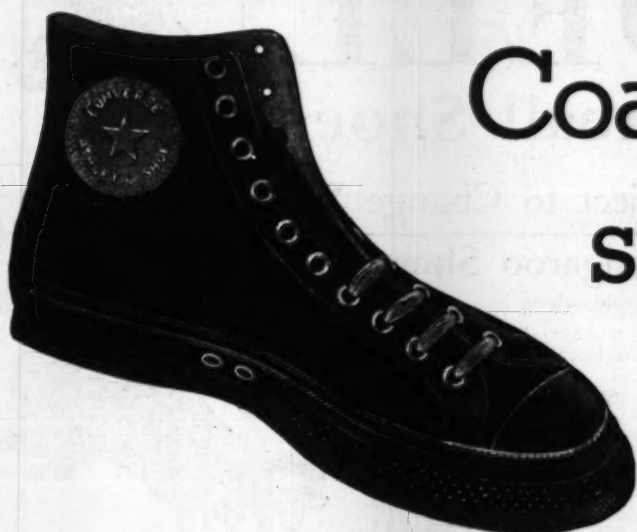
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JACK LIPPERT, Editor

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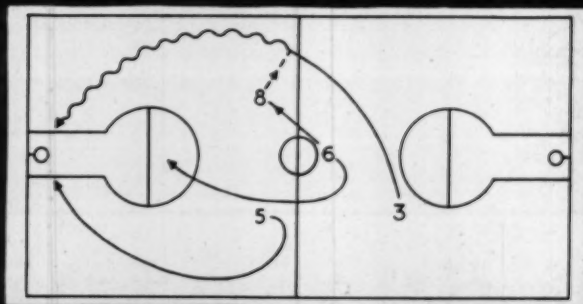
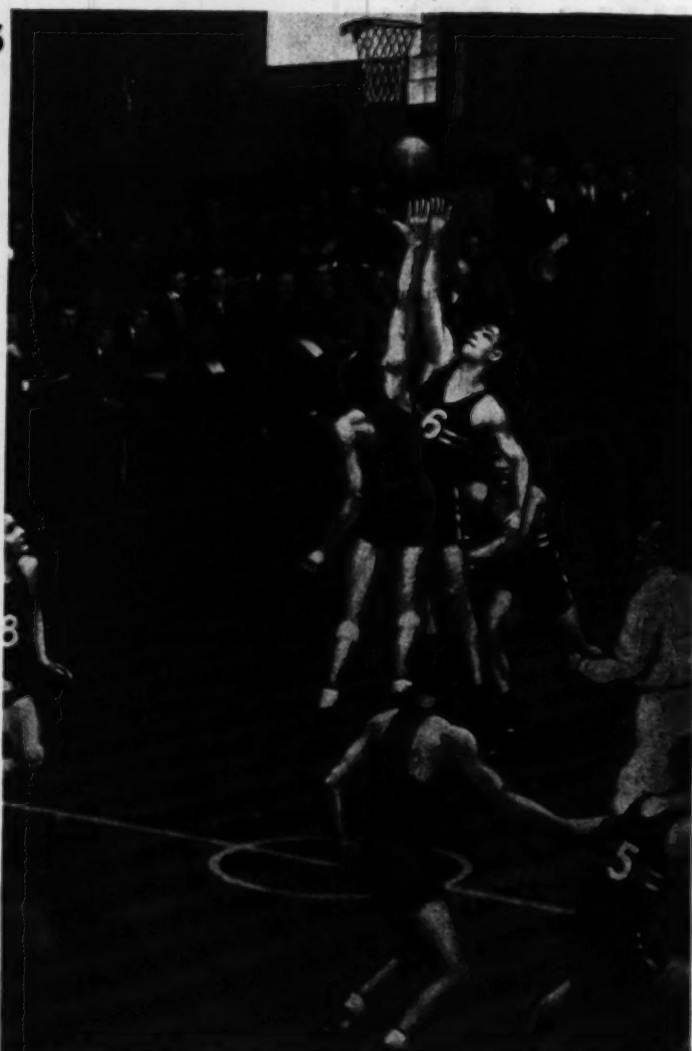
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EVERYONE is entitled to his own opinion of Pop Warner's latest play in football, and from what we have heard in the highways, biways and subways, it seems that everyone is taking advantage of his constitutional privilege.

For our part we are going to take one long belief in Pop's sincerity and await developments.

We are referring to the new-deal football recovery code presented by Pop Warner in an article he wrote in the October 7th *Saturday Evening Post*. This is what the Warner code calls for:

1. Athletics in schools and colleges to be managed for the greatest good of the greatest number.

2. Colleges to quit mortgaging future earning powers of their football teams. To spend money that has not yet been taken in at the football gate places the college in the position of having to turn out a winning team to pay off the loans and mortgages.

3. Curtailment of high-priced, oversized coaching staffs.

4. The coach to be an all-year member of the faculty staff, and trained in physical education.

5. Financial inducements to players to be eliminated.

6. Football players to be required to hit the books the same as any other student.

7. Petty extravagances in the form of costly scouting, expensive junkets in private cars and high-priced equipment, to be discouraged.

8. Teams to be matched against natural rivals, thus eliminating the barnstorming teams that travel around the country for the sake of big gates.

9. Curtailment of post-season games.

10. Reduction in the price of admission to games.

This is extremely interesting coming from a coach who served at the University of Pittsburgh during the grid rush of 1915-1922, then at Stanford, and is now in his first year at Temple University in Philadelphia.* Before going to the University of Pittsburgh, Mr. Warner coached football at the Carlisle Indian School in eastern Pennsylvania, where you had to be an Indian to play on the team. Mr. Warner probably had no trouble putting his code into operation at Carlisle.

So, it may be taken for granted that Mr. Warner knows the ins and outs of the football business, and is familiar with its pitfalls as well as its stepping stones.

One criticism we heard of Mr. Warner's code as announced last

month is that it is ten years too late; that all the stadiums (if you will pardon our Latin) have already been built including the very nice one at Temple; that the price of tickets has come down 25 to 50 percent everywhere; that any college that continues to violate the code as Mr. Warner expresses it is making a monkey of itself, institutionally speaking.

Even though Mr. Warner's code is a trifle late to be regarded as a token of good leadership, it is nevertheless refreshing to have it. Mr. Warner is one of the greatest influences in American football, and is in an excellent position to take the lead any time he wants to. He comes encouragingly close to the front when he says:

I believe that if all of the universities were to get together and live up to a code embodying an agreement that they would not recruit athletes for their teams, their games as a whole would be just as interesting. In fact, I think they would be more interesting if the squads were made up of the ordinary run of students, because the teams would be more evenly matched, would have a better spirit and be more truly representative of their institutions.

Opinions rife

OUT of 412 high schools responding to our questionnaire on rifle shooting ten percent have rifle shooting on the interscholastic or intramural program, and fifty-two percent, while having no rifle shooting as a program sport, are interested in it as such.

Only six out of the 412 schools failed to answer the question: What is your opinion and estimate of rifle shooting as a high school sport? The opinions, necessarily brief because of the restricted space on the postcard questionnaire, are perhaps made more interesting because of this restriction.

By schools having rifle shooting on the program these are some of the opinions advanced:

"Provides recreation for certain types of boys."

"We have a rifle club and have had a few matches. We like the sport."

"We don't think it's a sport in the true sense."

"Excellent training."

"It fills a need for activities for many not physically able to take part in other sports."

"Trains eyes, self control. A fine sport."
"Most valuable training in mental control, poise, character building and good citizenship."

From the schools not having rifle shooting and not interested in it, comprising forty-eight percent of the respondents, come these opinions:

"Have no place for indoor range."

"Out of the question; too dangerous."

"I think that there are many other better sports."

"Our school is too small. O.K. for larger systems."

"I cannot see very much value in it."

"A worthless way to waste time—not a sport."

"Too much expense for returns."

"Not in place."

"Would be fine; think expense is largest drawback."

"In a Quaker district."

"Have too many sports already."

"Makes the public too 'war conscious'."

"Have not made a study of it."

"A good event if properly instructed and supervised."

"Lacks strenuous exercise; not much carry-over value."

From the schools not having rifle shooting but expressing an interest in it as a program sport, comes the comment:

"A fine sport with an excellent carry-over."

"Would be a fine interscholastic sport in which most of the student body could participate."

"Increase military protection of the U. S."

"How can it be financed; that's the problem."

"Average school hasn't available place."

"Apt to be difficult to convince about its safety. Good for student training."

"Excellent for boys and girls."

"Would be excellent here in Montana where shooting is common sport."

"It has greater value to the student after leaving school than football."

"Commendable if properly supervised."

"It is a great sport and we would like to have it here."

"It interests pupils who do not enter other sports."

"If I were ranking on a basis of 10 would give 7."

"Second rate."

"Very desirable sport and should rank high in any athletic program."

Somewhere in this potpourri of opinion is perhaps your favorite tone. The reader can detect anything from 100 percent militarist Americanism to 100 percent pacifistic internationalism.

Such an opinion as "Most valuable training in men- [Concluded on page 31]



POP WARNER
He comes encouragingly close
to the front

*In the first game after the appearance of Mr. Warner's article, Temple University lost to Carnegie Tech, 25 to 0.



He was . . .

. . . a valuable player. Many Coaches and Trainers have said just that on the eve of an important game. Regrets are useless. They never win games. Available players do.

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PENETRATING THE MAN-FOR-MAN DEFENSE

By FORREST C. ALLEN

Dr. Allen Raises the Question: Zone or Man-for-Man?
Suggests the Strategy for Circumventing the Latter**

Dr. Allen is one of the country's great basketball authorities. As coach at the University of Kansas, writer, rules expert and specialist in athletic injuries, Dr. Allen has won fame throughout the basketball world. His book, "My Basketball Bible," is a standard textbook on the game and its injuries.

THERE are but two styles of defense—the man-for-man and the zone. Of course, there are many variations of these two styles but for all practical purposes we will discuss only the two standard systems.

When you analyze the two there is but one distinguishing characteristic of each—namely, that of *playing the ball* and that of *playing the man*.

The basketball rules clearly state that the defensive player shall play the ball and not the man.

Nevertheless, the terminology built up for the game calls the one type of guarding "man-for-man," despite the inference of illegality. The man-for-man coaches defend their position by saying that they teach their guards to play close enough to their opponents to be effective without violating the rules.

The ethical situation

The zone adherents claim that such man-to-man guarding is sometimes illegal as commonly practised, because of the frequent necessity for the defensive player to confine all of his attention to his particular opponent, regardless of the whereabouts of the ball. At best, they claim that such dogging the opponent is always unethical, if not illegal, and is contrary to the spirit of the game, if not the letter.

However, it is not a matter of law or ethics that is the determining factor in a coach's decision to use the man-for-man defense. This style of defensive play is illegal or unethical only in the *opinion* of some men. In practise, the man-to-man defense, as everybody knows, is legal, and the limits to which a guard may go in face-guarding and dogging an opponent depend on the vigilance or interpretation of the referee. Of course, the rules now prohibit face-guarding and define it, but effective man-to-man dogging can be accomplished without violating the face-guarding rule.

Adherents of the zone type of defense use it, not because of any ideal objection to the ethics of the man-to-man type, but because the zone type seems to them more efficient.

The zone coaches point to military

tactics; also to the goal-line defense in football, to substantiate them in their arguments that a massed defense is always used to thwart a spearhead attack.

In the present day of *screening* (meaning to the old-timer "legal block") it is impossible to *screen* a zone team. Against the man-to-man team the screen fits in perfectly.

In other words, the man-to-man defensive team must resort to switching, sliding or trading tactics (all three



*SWITCHI

terms meaning the same) to avert the usual screen now employed by practically all offensive systems against a man-for-man defense. The switching, sliding or trading is nothing more or less than a zone method employed by the two defensive men. It is altogether logical that, when two defensive men switch opponents in a certain given area, these two defensive men are using the principle of the zone, although they may be playing a man-for-man defense.

In other words, generally speaking, the zone defense is a teamwork proposition using all five men, whereas the switching, sliding and trading generally affects but two of the men in the man-for-man defense.

The five-man zone defense is sometimes likened to an elastic band or lopsided defense, by pushing the spearhead of the defense in the direction of the ball, at the same time allowing the weak or flat side of the defense to drop back deep into defensive territory.

Assume that a heavy elastic band—the tension of which, with certain reservations to meet emergencies, is always a constant—is drawn around the five players. Assume, further, that each player is fastened to this band so that he cannot roll or slip along it. Now, when one player moves, the re-

sultant direction of the others is fixed. Regardless of the place at which the offense thrusts, the defense moves conjointly and simultaneously to meet it.

This defensive band swaying back and forth as the tide of offense surges against it, then receding and surging again, is not unlike the children's game of "Bull in the Pen," where the circle, formed by the children interlocking their hands, sways and changes as the player (the bull) on the inside of the ring tries to break through to catch the player who is, according to the rules of the game, stationed outside the ring.

Some coaches use successfully the two-man, man-for-man defense for the last two offensive men coming down the court, and a triangular zone for the first three offensive men coming through the defense. By this scheme the center on defense is between 15 and 20 feet out and directly in front of the basket and the two guards are about 8 feet from the end line and 8 feet from the center of the basket. This set-up forms a triangle with the center player at the apex. A very tight zone defense can be constructed from this arrangement, making it almost *screen proof*.

Since the pivot post play has been so widely used and discussed I will not devote time or space either to its offensive or defensive merits. This play is so universally used and studied that but few new angles could be projected.

I have diagrammed on page 9 a series of charts, attempting to show a type of attack that could be successfully used in getting through a man-for-man defense. However, this argument must be accepted—namely, that when two teams of equal offensive and defensive capabilities meet (regardless of systems or styles used), the determining factor for mastery generally resides with the team that is the better grounded in fundamentals.

Physical condition still plays a dominant part in the success of most championship teams. "Run their hearts out, then whip them," is a slogan that still holds up.

By charting these game-plays with proper exposition material in explanation of them, it is hoped that they are clear enough to be easily understood. You will notice in all of these diagrams that the space around and near the basket is kept open and clear of all offensive men, thereby permitting

*From the basketball rules-interpretation moving picture film taken by H. V. Porter for the Illinois High School Athletic Association.

**In a second article next month Dr. Allen will discuss and diagram the attack for a zone defense.

opportunity for quick cuts into the basket.

The two offensive forwards are stationed ten feet from the end line and ten feet from the side line. The other three offensive men are eight feet in front of the center court line with the center occupying the center position and the two guards on the outside of the center. The guards are stationed about ten feet from the side line. Of course all players are in the front or offensive court due to the ten-second rule requirement.

The ball can readily be snapped from guard to center to guard as opportunity presents. For the purpose of clarification, these various plays are numbered but in a game situation no numbers are called. Any man holding the ball of the rear three, namely, the center or either of the two guards, may initiate the play.

Play No. 1

X4 on the offense whips the ball to the center X3, offensive man, and immediately cuts across in front, calling for the return pass. Just as X4 passes X3, X3 pushes or chest shove passes the ball to X2, who comes straightforward from his position 10 feet from the corner of the court to receive the ball. In the interim X4 has continued over to the opposite corner of the court for the purpose of screening X1's guard. X1 cuts out in front and around X4, who has screened properly the defensive man of X1. X2 in catching the ball from X3 takes one step forward, turns on his outside foot, pivots in the air, and snaps the ball overhead with a looping pass to X1, who cuts in for a shot or a dribble into the basket. X5 and X3 slide in the direction vacated by X4. Either one of these men are in a position to receive a pass out from any of the offensive men, should any of the offensive men in the deep offensive territory find they are covered or cannot get a shot at the basket. In other words, X5 and X3 assume the same identical positions on the playing floor that the guards assume on the offensive pivot post play. If the plays were not successful, the ball is passed out to either one of these two men, X5 and X3, and they move over to the space vacated by X4, then X4 will take the vacant place and play will start all over again.

It must be remembered that the defensive men are playing a man-for-man game and will follow their opponents over the court in a man-for-man fashion. This offensive set-up will not work properly against a zone team, but it will work on man-for-man, if properly employed.

Play No. 2

Play No. 2 is a companion play to Play No. 1. X5 passes the ball to X3 and cuts for the opposite corner to screen X2's man. X3 snaps the ball to X1, after X5 has cleared the path of X3. X2 slides or cuts around X5, thereby screening off X2's opponent and goes into the basket for a pass from X1. X1 has come up the floor rapid-

ly about 10 feet to receive a pass from X3 and X1 taking one step, turning in the air, with the ball above his head, snaps the ball to X2, who cuts in on an optional lane, shown in the diagram. The ball, preparatory to the play, can be snapped from X5 to X3 to X4, back to X3 and so on, and the play is initiated only by the man who has the ball. For instance, if X5 has possession of the ball, snaps the ball to X3 and cuts across calling for the pass, X3 is drilled to snap the ball to X1, who cuts forward to meet it and the play is on. Some coaches may want to know who sets off the play or initiates it. That is done by the man who has the ball in his possession and starts the play. For the sake of practice we number these plays and then the drill proceeds on any one that we think advisable, but in the game the play is initiated by an individual without respect to number.

Play No. 3-A

X5 with the ball in his possession snaps the ball to X3. X3 snaps the ball to X2, who comes up to meet the pass. As X3 snaps the ball to X2 the play will naturally cause X3's guard to pull slightly in that direction. As the ball is snapped to X3's right, X3 cuts to his left immediately to receive a return pass from X2. X3 then dribbles on into the basket for a shot. Of course, it is understood that to have this play work properly X3's guard should be crowding the play somewhat. The guard who plays back from X3 quite a distance can never have this 1-2-1 play worked on him.

Play No. 3-B

This is companion play of No. 3-A to the other side. X1, the forward maintains his position in the corner pretty well and just previous to his break to the front, he should fake to cut back behind his guard for the basket. This movement will cause X1's guard to shift slightly toward the basket. Just at that time X1 drives quickly to the front, receives the pass from X3 and feeds it back to X3 who cuts past his defensive man for the basket. Remember, this play should never be attempted on a team that loosens up its defense in front of the three offensive men. It should only be employed against the crowding defense that seeks to force the three offensive men back over the center line of the court.

Play No. 4

The next play that should be used after No. 3-A or No. 3-B is play No. 4. X4 has the ball and snaps it to X3, the center man. X3 snaps the ball to X2, who previously had feinted toward the basket, but quickly shifting, has come forward to meet the pass from X3. X3 then drives toward the free-throw line, calling for the return pass. X2 upon catching the ball dribbles quickly out and around in front about four steps, fake passes to X3, who feints to drive in. Just at this juncture X4 drives forward and in toward the dribbling X2. After X4 has gone in about four or five steps, he quickly swings out and around behind X2, who pivots and hands the ball

to X4, who dribbles in to the goal. By X4's movement forward and inward he picks off without screening his own guard—by sliding just past the pivoting X2. Of course Square-2, the guard, has come up with X2 on a man-for-man defense. There is nobody in X4's path to the basket if the play is executed properly. X1 swings out and around to cover that area of the floor for a rebound or a pass. X3 maintains the position on or about the free-throw line and X2 comes out to take the place of X4, the guard, who drove in to the basket. For a guard who can cut quickly around a teammate, this is an excellent play and sometimes catches the defense flatfooted.

Play No. 5

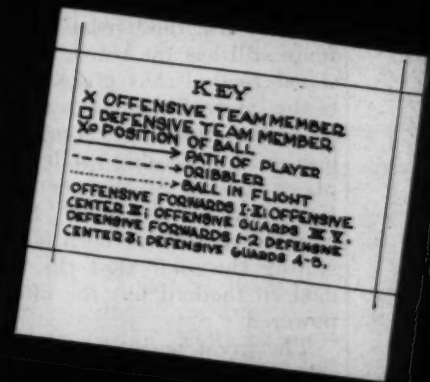
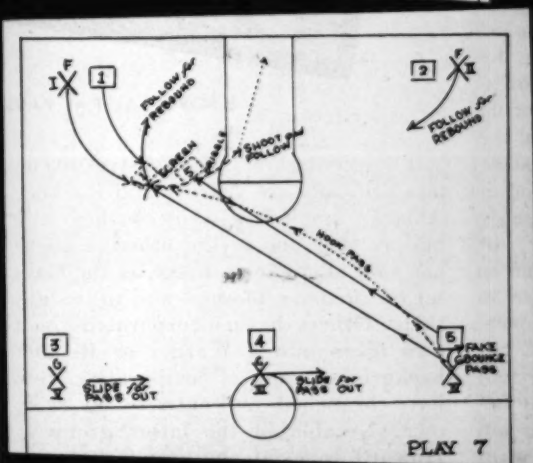
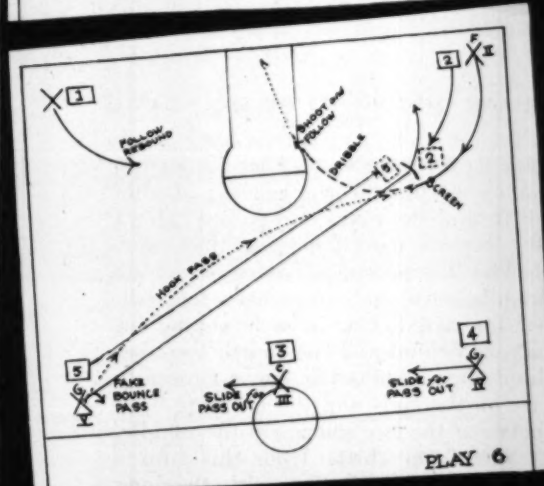
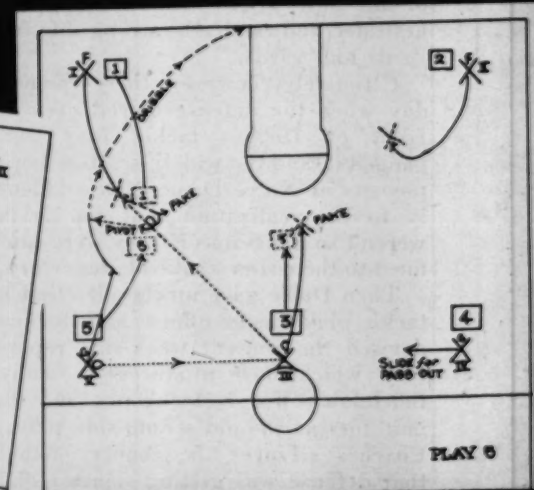
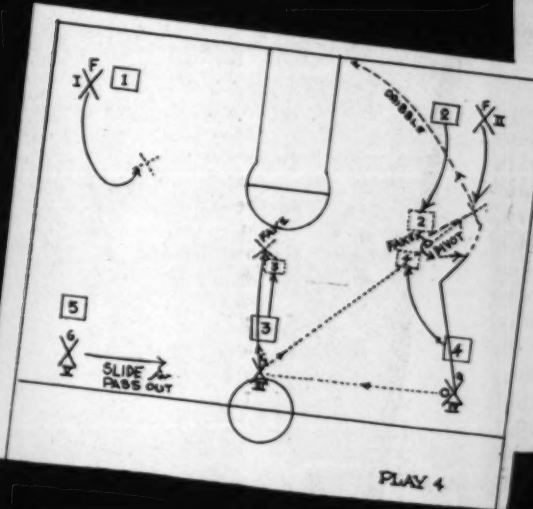
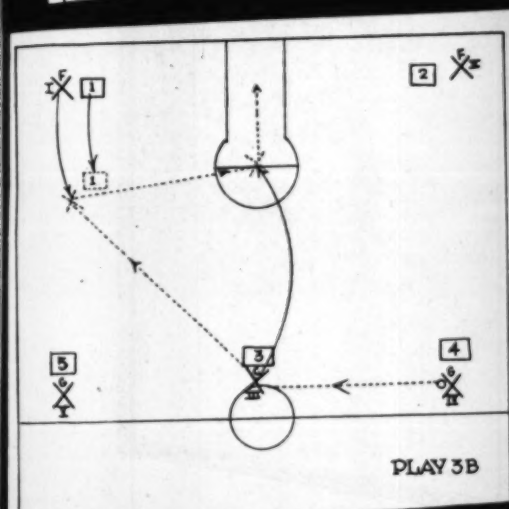
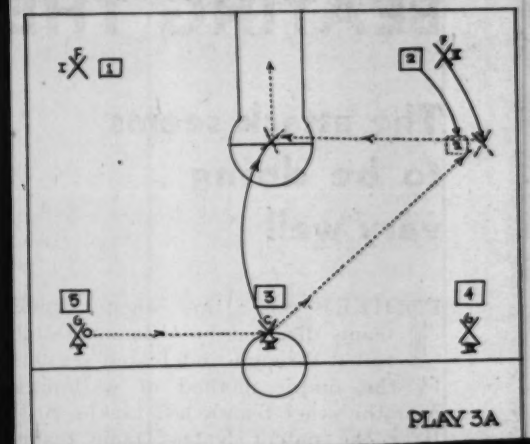
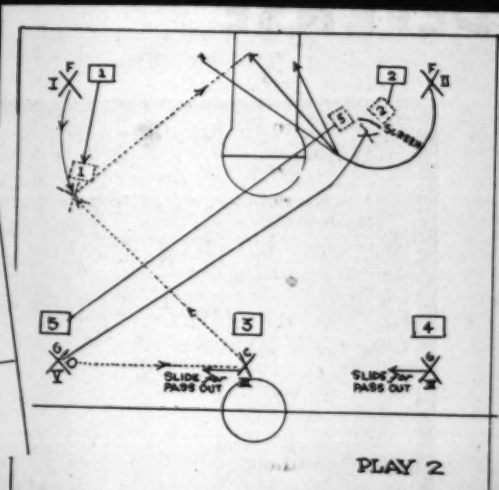
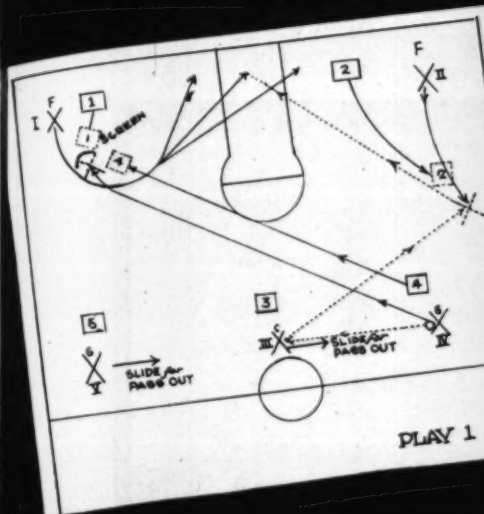
Play No. 5 is companion play to play No. 4, only played on the opposite side. X5 snaps the ball to X3. X3 then snaps the ball to X1, who first fakes to go in and then comes straight out to meet the pass. X1 then continues the swinging dribble out and forward over toward the basket. X3 cuts to his right on a fake drive, calling for the pass. At this juncture, X5 drives in and toward the basket for about eight steps, calling for the pass just as X1 pivots. X5 stops short, cuts around and swings off the hip of the pivoting X1 to receive the pivot pass back from X1, and dribbles on into the basket. As in the companion play, X2 swings out from his position in the corner to cover his third of the offensive floor area. X3 covers in front of the basket and X1 comes out to cover the spot vacated by X5. X5 covers the left third of the court on shot or rebound, if the play goes awry. The team re-forms on this plan and plays any one of the numerous set plays over, if things don't work out properly.

Play No. 6

X5 faces X3 as if to floor-bounce the ball to the center man. Instead X5 cross-steps with his left foot and nearly turns his back on his own defensive man. He apparently is looking at X3, but in this position he is looking diagonally across the court to see if his teammate in the lower right-hand corner is open. With a long looping hook pass he hooks the ball to X2, who comes up and receives a high pass, swinging and dribbling in toward the center near the free-throw area. Previously X5 has feinted a floor pass to X3 to cover his hook. As X2 catches the ball, X5 follows his hook pass and goes forward to screen X2's guard, thus releasing X2 for a dribble and quick shot out in front of the basket. X1 swings out for a follow or rebound shot should X2 miss. X3 and X4 slide to their left to equalize the space left vacant by the hooking X5. Of course, X2 follows his shot into the basket for a follow-up shot or a re-bound.

Play No. 7

No. 7 is the companion play of No. 6 except that it is played on the other side of the court. It seems to me that seven plays are all that any team can master successfully. For that reason only I am giving no more.



X4 instead of facing into the center X3, faces X2 as if he would fake, bounce or pass the ball to X2. Instead he cross-steps with his left foot across in front of his right and while he apparently is looking at X2, he is surveying the court and seeing if his team mate X1 is in a position to receive a hook pass. The play is initiated by X4 who hooks off the left foot with a high, looping arch hook pass to X1, who comes up the floor rapidly and while bearing ahead does not turn in sharply for the

pass. This pass should be far enough out so that X1 can handle it properly without it being intercepted by X1's guard. As soon as the hook pass is made X4 comes rapidly across the floor and screens the guard of X1. X1 then continues to dribble and shoots far out in front of the free-throw area. Should X1 miss, he is in a position for a quick follow-up. At this moment X2 swings out of his corner for follow or rebound work. X4, after the

screen, slides by and covers the left hand area of the court. X5 and X3 slide to their right for pass-outs from the three offensive men. After the pass-out, if the shot is unsuccessful, the team re-forms in a position to try any of the seven above mentioned plays. This takes much practice and high development of individual and team skills to be able to synchronize all coordinating factors. A team that is drilled in proper fundamentals will give a very good account of itself under this method.

BEATING THE DEFENSE

By STANLEY WOODWARD

The attack seems to be doing very well

HERE was a time when Cornell teams directed by Gilmour Dobie rolled through undefeated seasons by the simple method of walloping over the other team's left tackle. Still later the potent Notre Dame teams of the late Knute Rockne, hopped, hesitated and ran to the strong side for yards and yards.

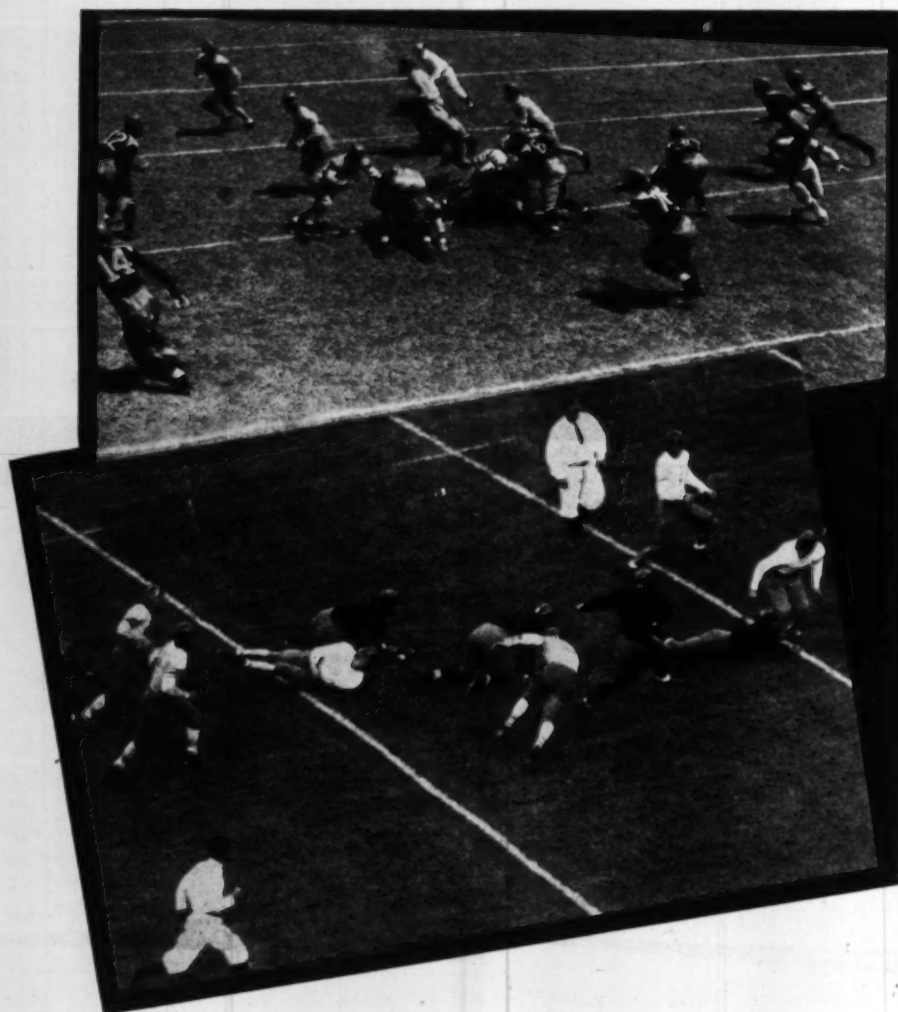
Ultimately, however, there came a day when the defense moved over in front of Dobie's tackle play and ganged it, and the widely-scattered opponents of Notre Dame came suddenly to the realization that the Irish weren't so dangerous if they were confined to their slim weak-side repertory.

Then Dobie gave up the idea that a tackle play was an offense and Rockne devised the present weak-side repertory which now produces as many touchdowns for Notre Dame and its imitators as the old strong-side plays. Coaches all over the country found that defense was getting smarter and consequently stiffer, and there began an era of offensive adjustment and invention, which is even now at its height.

There are those who think the defense still has the better of it. Professional football has given up adhering to the intercollegiate rules because the promoters think they limit the possibilities for scoring and spectacular plays. Glenn S. Warner of Temple University and Dick Hanley of Northwestern have been outspoken in stating the view that the defense in modern football has the offense overpowered.

The great majority of college and school coaches, however, seem to believe that balance between offense and defense has been attained and want the rules left alone. Instead of lobbying for greater offensive latitude, they are devoting themselves to devising new methods of beating the defense.

It seems to be true that almost all coaches look on football from the offensive viewpoint. There are exceptions, of course. For years Michigan, under the direction of Fielding H. Yost and Harry Kipke, has reversed with signal success the old adage that "the best defense is a good offense." But most of them look at the thing from the standpoint of yards gained and touchdowns scored and pass the greater part of their time figuring new ways to go forward.



ABOVE: LATERAL PASS! BELOW: THROUGH TO THE SECONDARY!

The greatest of all offensive inventors probably are Warner and Rockne. A large number of able coaches still believe that one or the other of them has said all their is to say on the matter of offensive football and so imitate them. Others have incorporated their own ideas into a Warner or Rockne background and a comparative few have branched out entirely on their own. Notable in the latter group is Howard Jones of Southern California, the most successful of them all, whose "bird cage" shift and multiplicity of formations have confounded the scouts and forestalled imitation.

Despite variety of method, however, there seems to be one principle behind every good offense. That is: start with one play and make as many other plays as possible look like the first in their primary stages. That is the principle behind the Notre Dame weak-side attack and the new Warner double-spinner offense which the Sage of Palo Alto is teaching his Temple pupils this year.

The current Warner offense is one of the most bewildering football vehi-

cles I ever have seen. There is a shift on every play, some times a double shift, and the fakes and passes behind the line are more numerous than ever.

The Temple team comes out of its huddle with the centre over the ball, six linemen and three backs strung out a yard behind and the fourth back behind them. The wing backs generally are on the ends and the blocking back between the two guards in the middle.

The team shifts from this into a double-wing formation with the long side usually on the left. It is just like the close (A) formation of previous years except that the blocking back (No. 2) has been moved over behind short guard from his old place behind the inside tackle on the long side.

I have referred to the No. 2 man as the blocker but he actually is used more freely as a faker. The close formation plays all start with a pass to the back man who is three and a half yards behind centre. On a large number of the plays the No. 2 spins inward, fakes taking the ball from the back man, then turns and runs wide around the shortside.

More often than not the back man has retained the ball to pass to either wing or to spin back into the line, but occasionally, if the defense shows signs of disregarding No. 2, he is given the ball for a run around the short end. In this case the back man nevertheless carries out the fake of a reverse and spinner. Diagram No. 4, on page 12, illustrates a short-side spinner with the No. 2 man faking around the end and the back man faking into the line after he has fed the ball to the circling wing back.

A deceptive start

The second shift was used sparingly in the opening game against South Carolina which I saw. It transforms the left close formation into a right deep formation (B). The two short-side linemen move out and the two nearest centre on the longside wheel and run around to fill in the hole. The backs readjust themselves on the run. It looked so much like the start of a play the first time it was used that about four men in the South Carolina line went offside. Having had the benefit of scouting, however, the Carnegie Tech line started on the ball the following week and busted Warner's creation pretty badly by charging straight in without regard for the multiple fakes.

This offense is not entirely new to the Far West and the East, for it differs very little from the one Warner used at Stanford and Andy Kerr used at Colgate in 1932. The double shift is on the principal of the one Warner invented three years ago when he was experimenting with the "C," or balanced-line formation.

Colgate, which looks like one of the best teams in the East, is following Warner implicitly again this year, but in early games Kerr employed a number of rugby passes beyond the line of scrimmage with guards, tackles and the centre trailing the play to be in position to receive.

The retarded lateral

The lateral pass on the whole hasn't made much headway as an extemporary play this fall. A few teams have incorporated optional passes after the runner gets by the line of scrimmage, but the ingrained idea that all men who aren't carrying the ball, should block, seems to militate against unplotted passing.

One of those coaches who is having success with an optional lateral-pass play is Lou Little of Columbia who is

using it on the end of his double-spin reverse play, diagrammed on page 12.

Little's offense as a whole has made quite an impression in the East for the past two years and Eddie Casey of Harvard this year has adopted his single wing formation. It will be noted in the play that the Columbia back-field alignment is a good deal like that of Notre Dame, except that the wing-back flanks the opposing tackle and the tailback is a full space to the short side. The latter fact, Little maintains, makes it possible to strike faster against the short side.

The reverse illustrated in Diagram 2 is perhaps the strongest of the short-side plays. It requires rapid spinning by the No. 4 back who must turn around once and a half before getting rid of the ball. Needless to say the play is checked in all the obvious ways and all plays of the series look the same until they develop.

If the defensive end habitually cuts in, No. 3 will take the ball from No. 4 and run around all alone. If the defensive line slides with the reverse, the No. 4 man will carry out two full spins, then buck through any hole in the line.

The West in the East

Columbia still is using its complicated criss-cross huddle, which was designed to mask the team's strong position until the last second. Another team which has gone in for criss-cross huddling is Princeton which also has a shift that is something like Warner's, though Fritz Crisler apparently arrived at it independently.

Crisler's team attacks from the single-wing formation, semi-kick and occasionally the double-wing. One of his most successful check plays, built somewhat on the plan of Michigan's "Old 83" is illustrated on page 29. Beside the mere technicalities he teaches, Crisler has brought to Princeton from the Western Conference the fire and determination which characterizes the football of that formidable group.

Another Middle Westerner who has come to the East even more, recently than Crisler is Jimmy Crowley who is teaching the Notre Dame system to a husky group of players at Fordham. Crowley sticks pretty closely to the football he played at Notre Dame when he was one of the celebrated "four horsemen." He does, however, use a six-man line and a zone pass defense on occasion. He also has made a change in the shift.

His lead halfback takes an extra step in shifting. By making it either a long or short step, he can arrive

either in his normal place behind the end or outside him in position to flank the defensive tackle.

Crowley believes in the efficacy of the combination forward and lateral pass play and he has one which might be termed a "reverse play beyond the line of scrimmage." It starts with a quick forward pass to an end who takes it with his back to the secondary two or three steps beyond the line of scrimmage. The other end, cuts across behind the defensive line, takes the ball from the receiver and sprints for the sideline. The play is calculated to pull the secondary defense to the first man, enabling the other to run around it.

Fordham is new to the Notre Dame system this year. Another convert to it is Yale, now coached by Reg Root, the man who introduced American football to Mexico. For the last two years Yale has tended to go Notre Dame, but the genuine South Bend article was not introduced until Root succeeded Dr. Mal Stevens.

Smart Maine

Yale encountered unexpected opposition from Maine in its opening game. The closeness of the score (14-7) was largely attributable to the fact that the Yale running attack couldn't move against the smart defense devised by Fred Brice, the Maine coach.

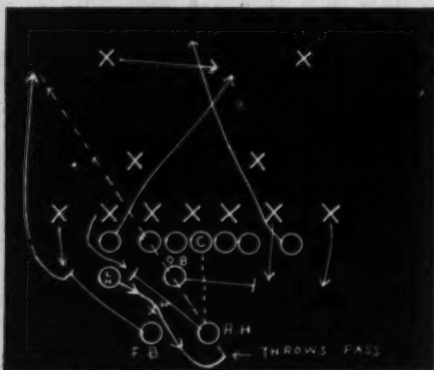
Before Yale shifted he lined up his team in a six-two-two-one formation with the centre and fullback close behind the line. When the shift occurred the tackle against the strong side moved out and one of these close secondaries hopped up on the line in the gap between the Yale strongside end and tackle.

Yale had no provision for handling an extra man at just that point. In consequence the Maine fullback and centre were playing in the Blue back-field all day. Maine dealt with the weak-side plays by keeping its line tight and a backer-up close behind.

Of course when a secondary hopped up on the line there was no backer-up against the strong side and no way of dealing with flat passes. Yale ultimately capitalized this weakness.

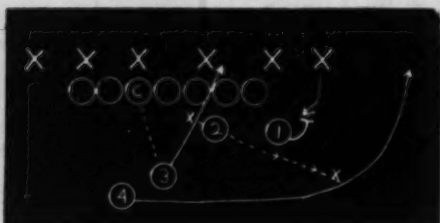
The defense was in effect like that which Army offered to Notre Dame in 1932, except that the cadet tackle played in the hole and a secondary came up on the line outside the defensive end. The Notre Dame scouts, however, anticipated it and the Irish beat it without resorting to passes by changing their blocking assignments. The method used is diagrammed on page 12, Notre Dame End Run.

ALABAMA REVERSE PASS



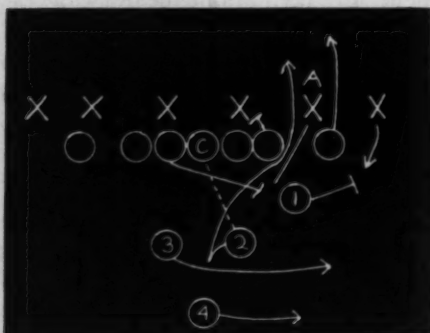
Center passes to RH who gives the ball to LH, then blocks the defensive right tackle. LH fades back and throws a forward pass to FB who has gone fifteen to twenty yards down the field after faking a block at the defensive right end. FB's delay while he fakes the block causes the defense to forget to cover him.

PRINCETON FAKE BUCK



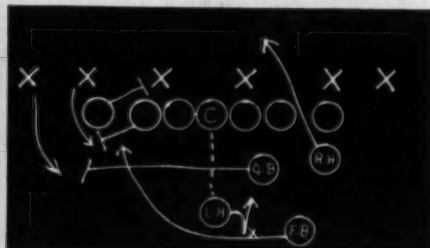
Center passes to No. 3 who bucks into line. As he passes No. 2 he hands him the ball. No. 2 then feeds a long underhand lateral pass to No. 4, who has started around end. The situation for the play is created by sending No. 3 into the line several times on previous plays, thus focusing the attention of the defense on him. No. 3 carries out the fake buck as though he has the ball.

HARVARD MOUSE-TRAP SPINNER



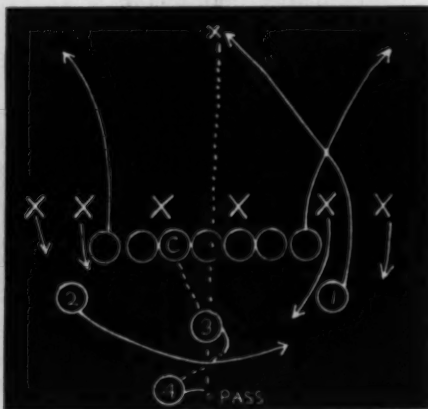
Center passes to No. 2 who half-spins and fakes to No. 3. Defensive left tackle (A) is let in apparently for a clear shot at No. 2. A guard, however, comes across and sideswipes A and No. 2, with the ball, spins back through the hole left by A.

ROCKNE WEAKSIDE PLAY



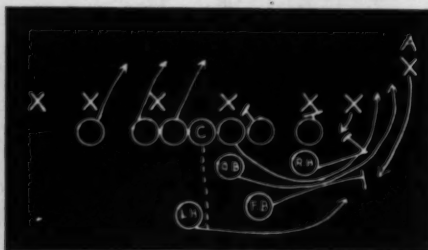
This play is a vital unit in the Rockne weakside attack. Most of the other weakside plays are based on it. Center passes to LH who half-spins and gives the ball to FB. The latter then turns inside the defensive right tackle. The play depends on cross-blocking by the offensive left tackle and end.

ARMY SPIN PASS



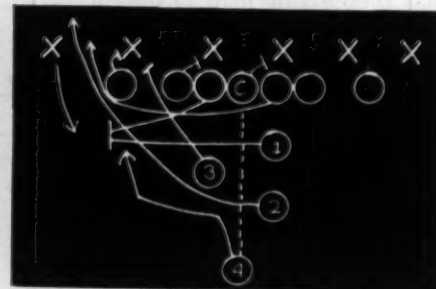
Center passes to No. 3 who half-spins and fakes to No. 2, then tosses the ball back to No. 4 who passes deep to either end or No. 1. The spin is calculated to hold the secondary defense close, in the expectation of a running play.

NOTRE DAME END RUN



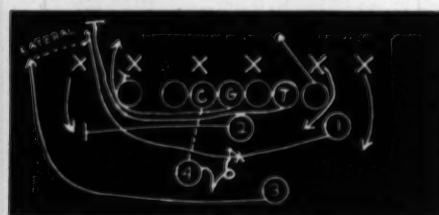
This play was used by Notre Dame in 1932 to capitalize Army's tight crashing type of end play. Just before the center passed the ball to LH, RH started walking outward. As the ball was passed, RH came back and turned on the defensive left end, pinning him inward. FB walled out the Army defensive fullback (A) who came up on the outside. LH runs straight out then cuts inside A, led by QB and one running lineman.

MICHIGAN FAKE KICK



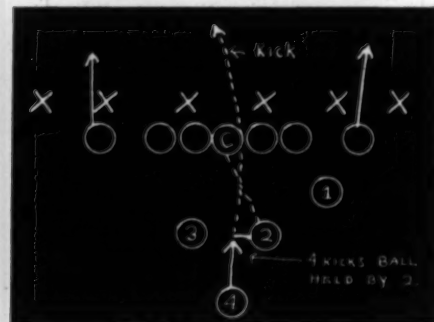
Center passes to No. 4 who takes two steps directly toward the line, then cuts to his left and turns through the off-tackle hole, led by No. 2 and a lineman. The play is used when the other team expects a punt. In the recent Michigan-Cornell game, Regeczi ran 77 yards for a touchdown from this play.

COLUMBIA DOUBLE SPIN REVERSE



Center passes to No. 4 who spins and fakes to No. 3. No. 4 then executes another complete spin and passes to No. 1 who runs off tackle. No. 2 blocks the defensive left end. The guard from the long side (G) helps the short end in blocking the defensive tackle, if necessary. Outside tackle (T) leads the runner. No. 3, after carrying out fake, continues around end to receive a lateral pass beyond the line of scrimmage.

MULTIPLE QUICK KICK



This play, generally attributed to the inventive brain of Jim Marks of Kiskiminetas School (Kiski), has been effectively used by several colleges and school teams. Center passes to No. 2 who turns and holds the ball out knee high with his fingers of both hands lightly gripping the top of the ball, and releasing it just as No. 4 comes up and kicks it. The center's pass to a short man tends to pull in the defense.

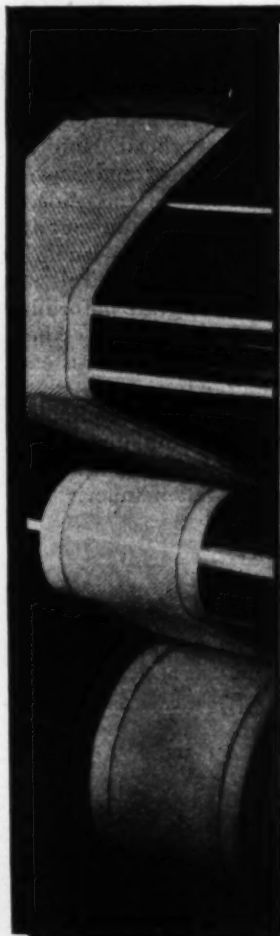
[See page 29]

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TEACHING ADVANCED SWIMMING

By ALBERT W. GRAY

WHY is it that I am so short-winded when I swim?" Those who teach swimming are quite familiar with just such a question as this. Persons who because of their inability to swim more than one kind of stroke, or because they have never really gained the confidence which they need in the water, seem to think that their exhaustion is caused by some physical defect. This exhausted feeling seems to be prevalent in all age groups and is not necessarily due to physical weakness. Wherever people gather for the purpose of swimming it appears that an unusually large number of them are in the "one dip and out" class. If people would learn a number of strokes and maneuvers in the water, fatigue would be more evenly distributed over the body and thereby reduce the tiring effect so readily felt when one stroke must be relied upon.

Seemingly the available material on stunt swimming was not in a form whereby the average person might grasp quickly the fundamentals of the different maneuvers. If a chart could be obtained with a picture and a brief description of each stunt, the problem might be solved. This chart could be posted where all swimmers could see it. They could try out the different stunts at their convenience. Thus, a person would not have to depend at all times on the instructor for his information. Also, persons who are inclined to be reticent about seeking the help of the instructor might be tempted to try, by themselves, some of the stunts shown on the chart.*

Stunts, games and drills have been worked into a ten-lesson course in advanced swimming by the writer, calling for the use of the Water Stunts Chart as a reference. The outline of this course is presented on the opposite page. Inasmuch as few classes in swimming are conducted under identical conditions, instructors will find it necessary to change the procedure as their particular situations require.

*This chart, designed by Mr. Gray, is now available to all, on 6-ply yellow cardboard, with a protective coating of paraffin; ready to hang indoors or outdoors. Diagrams 42 stunts; describes more than 100. Price to schools, 25 cents. Sent postpaid. Scholastic Coach Bookshop, 155 E. 44th street, New York, N. Y.

The crawl stroke

THREE essential elements of the crawl stroke are the leg motion, the arm motion and the breathing. The leg motion must be developed, through practice, into a powerful drive from the hips. An important feature of this type of leg motion, known as the flutter kick, is a slight flexibility of the ankles causing the bottoms of the feet to whip upward at the top of each kick. The toes should be pointed inward, pigeon-toed fashion, so as to cause the water to churn as if agitated by a propeller on a boat. The number of beats to a complete cycle of the arms is determined by the individual and may be either 4, 6, 8, 10, 12, or 14 beats.

The alternate over-arm motion is performed by starting the drive at the surface of the water directly in front of the head, arm not quite fully extended. Pull straight downward trying to reach the bottom. The recovery is begun just as the hand reaches the hip and is accomplished by bending the elbow and twisting the shoulder so that the hand may be brought forward over the water. Be sure that the hand enters the water before the elbow.

The body should be kept as high as possible in the water with the head held in a position so that the water is cut just at the eye level.

The breath is taken by turning the head either to the left or to the right as the arm is being recovered. Be careful not to let the body roll as the head is turned for the breath. Breathing once every complete stroke is advisable, although in short sprints fewer breaths may be taken in order not to retard the speed. In long distance races breathing on both sides is sometimes employed to allow a larger air supply. [See Figs. 1 and 2.]

The back crawl stroke

SWIM on the back using the flutter kick and alternate over-arm stroke. The body should be slightly bent at the hips and the head held slightly forward. The kick is similar to the regular flutter kick as performed on

the stomach. Keep the knees and ankles relaxed and the toes pointed in. The number of beats in the kick per cycle of the arms is entirely a matter of individual development.

Move the arms alternately, extending them overhead with the palm of the hand turned out. Pull the arm horizontally through the water to the hip with the hand submerged about ten inches at the deepest point of the pull. The recovery should be made with the arm entirely relaxed; bend the elbow, bringing it out of the water and move it toward the head; the hand follows, the palm turned out, moving up over the chest. When the elbow is high enough throw the forearm overhead.

It is better to time the breathing with the stroke as in the regular crawl. Inhale through the mouth and exhale through the nose or mouth, or through both. [See Figs. 3 and 4.]

The inverted breast stroke

START from a floating position on the back—hands at the hips; slowly draw the feet upward and spread the knees. Quickly spread the feet and snap them together, fully extended, with the toes pointed. As the legs are recovering, slowly move the hands up across the stomach and chest, keeping the elbows close to the sides. Simultaneously with the kick, the arms are thrust directly overhead. Hold the position with the arms extended overhead taking advantage of the glide.

Turn the palms of the hands out and quickly sweep the arms horizontally downward to the hips. Take full advantage of the second glide before beginning the recovery for the next stroke. The breath is taken with each stroke as in the crawl.

It is interesting for an individual to try to make a certain distance in the least possible number of strokes when swimming in this manner.

Plan of advanced swimming course

- Ten lessons as outlined.
- Test at end of course to determine degree of accomplishment.

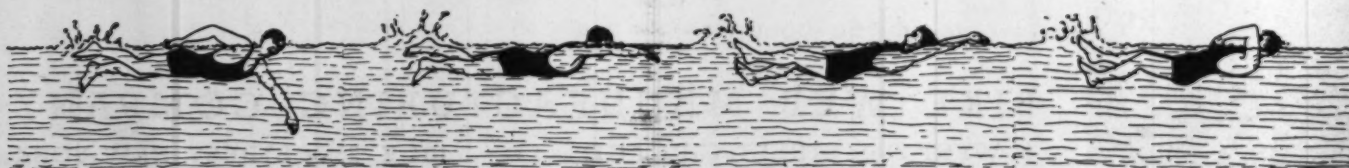
[Concluded on page 22]

Fig. 1

Fig. 2

Fig. 3

Fig. 4



ADVANCED SWIMMING COURSE

In Ten Lessons

For use with the Water Stunts Chart. (See footnote on opposite page.)

LESSON	NEW PRINCIPLES	DEMONSTRATION	LAND DRILL	WATER DRILL	INDIVIDUAL HELP	GAMES	REFERENCES TO CHART
1.	Elementary Diving Free Style Swimming Kicking Breathing Coordination	Racing Dive Crawl Stroke	Breathing Flutter Kick Alternate Over-arm Stroke	Racing Dive Bobbing, 5, 10 times Gliding, 10, 20 ft. Flutter Glide, 25 ft. Swimming, Arms Only, 25 ft. Complete Stroke, 50 ft. Racing Turn	Legs, knees, arms straight, enter hands first Breathing Relaxed control Dive	Ball Tag	Numbers 2, 7, 30, 31, 32, and 33 for position. See also Additional Stunts, Breathing A
2.	Swimming Kicking Sculling	Side Stroke Treading Sculling	Review No. 1 Scissors Kick Single Over-arm Stroke Under-arm Stroke Sculling	Review No. 1 Side Stroke— Over-arm, 25 ft. Under-arm, 25 ft. Elementary Back Swimming, 25 ft. Elementary Sculling Treading, 10, 20 sec.	Scissors Kick, glide, kick feet together, wide spread Sculling, loose wrists, loose elbows	Nep-tune's Call	Numbers 8, 12, 13, 38, Additional Stunts, Kicking B
3.	Swimming Sculling and Kicking Floating	Breast Stroke	Review No. 1, No. 2 Frog Kick Breast Stroke Arm Movement	Review No. 1, No. 2 Frog Kick Breast Stroke, 25 ft. Vertical Sculling Water Walking, 10 sec. Floating, 30-60 sec. Flutter Sculling	Breast Stroke-Frog Kick, no scissor, hold glide, breathing Position of body, floating	Poison	Numbers 1, 3, 14, 21, 37 for position, Additional Stunts, Kicking C
4.	Surface Dive Gliding Underwater Swimming	Surface Dive Gliding Underwater Swimming	Review No. 1, No. 2, No. 3 if necessary	Review No. 1, No. 2, No. 3 Surface Dive, 3, 5 Underwater Glide, 15-25 ft. Underwater Swimming, 25 ft. Deep Water Test Dolphin Swimming, 20 ft.	Surface Dive—get feet out of water, pull hard with arms	Balloon Ball	Number 24, Additional Stunts, Swimming B, Sculling C
5.	Swimming Sculling Surface Diving	Back Crawl	Review No. 1, No. 2, No. 3 if necessary Back Crawl Flutter Back Over-arm	Flutter Kick on Back Arms Only, Back, 20 ft. Back Crawl, 25 ft. Sculling, Feet Foremost, 10, 15, 25 ft. Spinning, 3 each way Duck Dive, 3, 5 times Porpoise, 3 or more	Back Crawl—Arms straight over head, pull to hips Sculling—Vigorous reverse pull	Cork Scramble	Numbers 15, 19, 21, 25, 26, Additional Stunts, Kicking A, B, Surface Diving A, B, C, D
6.	Sculling Swimming Floating	Inverted Breast Stroke Somersaults	Arm Motion for Inverted Breast Stroke	Review Inverted Breast Stroke, 8-10 ft. one stroke Somersaults, Forward, Backward Short Man Back Stroke Sleeping Beauty	Inverted Breast—Hands close to body, full length pull, glide coordination	Japanese Tag	Numbers 6, 18, 22, Additional Stunts, Sculling D
7.	Sculling Swimming	Backward Surface Dive	Over-head Sculling	Review Backward Push, Backward Glide, Below Surface Backward Surface Dive Up-Stream Swimming Bath Tub Crawl Submarine, 2 or 3	Backward Surface Dive—Arms over head, pull to sides, throw head back	Shark and Minnow	Numbers 17, 36, Additional Stunts, Surface Diving B, Swimming C
8.	Sculling Kicking	Water Wheel	Over-head Sculling	Review—Strokes, Backward Surface Dive Water Wheel, 2, 3 Bicycle Swimming Marching on the Water, 10, 15 ft. Human Bob	Proper use of head to carry body through backward maneuvers	Crab and Crawfish	Numbers 10, 11, 16, 27
9.	Sculling Floating Kicking Swimming	Propeller or Torpedo	Over-head Sculling	Review—Strokes, Floating Propeller, Torpedo Crab Swimming Crab Breast Stroke Log Rolling Pendulum	Over-head reverse sculling	Stunt Races	Numbers 4, 5, 23, 37
10.	Swimming		Necessary Review	Complete review of all strokes and stunts in preparation for test Serpent Stroke Tasmanian Crawl Waltzing Tandem Swimming Shadow Swimming Twin Underwater	Coordination, cooperation	Follow the Leader or Aquatic Meet	Numbers 33, 34, 35, 40, 41, 42

TEACHING ADVANCED SWIMMING

By ALBERT W. GRAY

WHY is it that I am so short-winded when I swim?" Those who teach swimming are quite familiar with just such a question as this. Persons who because of their inability to swim more than one kind of stroke, or because they have never really gained the confidence which they need in the water, seem to think that their exhaustion is caused by some physical defect. This exhausted feeling seems to be prevalent in all age groups and is not necessarily due to physical weakness. Wherever people gather for the purpose of swimming it appears that an unusually large number of them are in the "one dip and out" class. If people would learn a number of strokes and maneuvers in the water, fatigue would be more evenly distributed over the body and thereby reduce the tiring effect so readily felt when one stroke must be relied upon.

Seemingly the available material on stunt swimming was not in a form whereby the average person might grasp quickly the fundamentals of the different maneuvers. If a chart could be obtained with a picture and a brief description of each stunt, the problem might be solved. This chart could be posted where all swimmers could see it. They could try out the different stunts at their convenience. Thus, a person would not have to depend at all times on the instructor for his information. Also, persons who are inclined to be reticent about seeking the help of the instructor might be tempted to try, by themselves, some of the stunts shown on the chart.*

Stunts, games and drills have been worked into a ten-lesson course in advanced swimming by the writer, calling for the use of the Water Stunts Chart as a reference. The outline of this course is presented on the opposite page. Inasmuch as few classes in swimming are conducted under identical conditions, instructors will find it necessary to change the procedure as their particular situations require.

*This chart, designed by Mr. Gray, is now available to all, on 6-ply yellow cardboard, with a protective coating of paraffin; ready to hang indoors or outdoors. Diagrams 42 stunts; describes more than 100. Price to schools, 25 cents. Sent postpaid. Scholastic Coach Bookshop, 155 E. 44th street, New York, N. Y.

The crawl stroke

THREE essential elements of the crawl stroke are the leg motion, the arm motion and the breathing. The leg motion must be developed, through practice, into a powerful drive from the hips. An important feature of this type of leg motion, known as the flutter kick, is a slight flexibility of the ankles causing the bottoms of the feet to whip upward at the top of each kick. The toes should be pointed inward, pigeon-toed fashion, so as to cause the water to churn as if agitated by a propeller on a boat. The number of beats to a complete cycle of the arms is determined by the individual and may be either 4, 6, 8, 10, 12, or 14 beats.

The alternate over-arm motion is performed by starting the drive at the surface of the water directly in front of the head, arm not quite fully extended. Pull straight downward trying to reach the bottom. The recovery is begun just as the hand reaches the hip and is accomplished by bending the elbow and twisting the shoulder so that the hand may be brought forward over the water. Be sure that the hand enters the water before the elbow.

The body should be kept as high as possible in the water with the head held in a position so that the water is cut just at the eye level.

The breath is taken by turning the head either to the left or to the right as the arm is being recovered. Be careful not to let the body roll as the head is turned for the breath. Breathing once every complete stroke is advisable, although in short sprints fewer breaths may be taken in order not to retard the speed. In long distance races breathing on both sides is sometimes employed to allow a larger air supply. [See Figs. 1 and 2.]

The back crawl stroke

SWIM on the back using the flutter kick and alternate over-arm stroke. The body should be slightly bent at the hips and the head held slightly forward. The kick is similar to the regular flutter kick as performed on

the stomach. Keep the knees and ankles relaxed and the toes pointed in. The number of beats in the kick per cycle of the arms is entirely a matter of individual development.

Move the arms alternately, extending them overhead with the palm of the hand turned out. Pull the arm horizontally through the water to the hip with the hand submerged about ten inches at the deepest point of the pull. The recovery should be made with the arm entirely relaxed; bend the elbow, bringing it out of the water and move it toward the head; the hand follows, the palm turned out, moving up over the chest. When the elbow is high enough throw the forearm overhead.

It is better to time the breathing with the stroke as in the regular crawl. Inhale through the mouth and exhale through the nose or mouth, or through both. [See Figs. 3 and 4.]

The inverted breast stroke

START from a floating position on the back—hands at the hips; slowly draw the feet upward and spread the knees. Quickly spread the feet and snap them together, fully extended, with the toes pointed. As the legs are recovering, slowly move the hands up across the stomach and chest, keeping the elbows close to the sides. Simultaneously with the kick, the arms are thrust directly overhead. Hold the position with the arms extended overhead taking advantage of the glide.

Turn the palms of the hands out and quickly sweep the arms horizontally downward to the hips. Take full advantage of the second glide before beginning the recovery for the next stroke. The breath is taken with each stroke as in the crawl.

It is interesting for an individual to try to make a certain distance in the least possible number of strokes when swimming in this manner.

Plan of advanced swimming course

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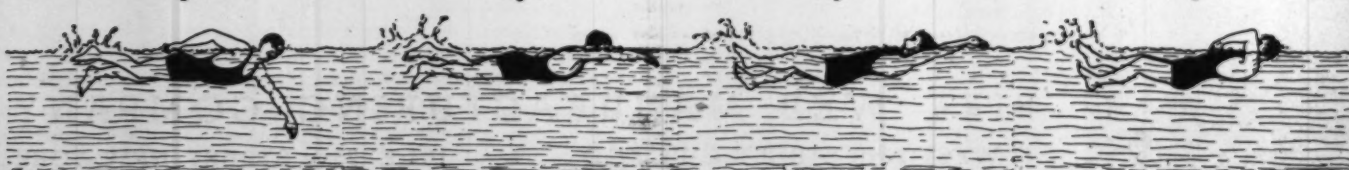
[Concluded on page 22]

Fig. 1

Fig. 2

Fig. 3

Fig. 4



ADVANCED SWIMMING COURSE

In Ten Lessons

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For your bulletin board



Keystone

ABOVE—PAUSE FOR THOUGHT: Bill Terry, manager of the New York Giants, calls an infield conference to decide what to attempt with the next Washington batter in the ninth inning of the first game of the World Series. Terry is No. 3, scratching his head. Unlike his predecessor, John McGraw, Terry consults his teammates before making important decisions.



Owen Reed

ABOVE—THE SEASON OPENS FOR NAT HOLMAN: The noted basketball coach and world's greatest player, demonstrating his favorite shooting style (heels clicked together) to his players at the College of the City of New York, where Holman has coached fourteen years.



ABOVE—A MACHINE THAT REVEALS THE WEAKNESS OF A CHARGE: The Crowther Charger and Blocker, invented by Rae Crowther, line coach at Drexel Institute, built on a circular metal pan which moves sideways as well as forward. When two linemen are charging against it the superiority of one over the other can be detected by the direction the machine goes.



Keystone

ABOVE—FAMED RIVALS MEET AGAIN. Henri Cochet and Bill Tilden, Davis Cup rivals of many a year, enter the court in Paris for their first meeting as professionals. Tilden has thrown down his racquet for Cochet to call the toss. Tilden won the match. They will meet again next month in Madison Square Garden.



Armstrong Roberts

ABOVE—KID PILLOWSMACKER OF FIDDELELPHIA considers the possibility of delivering a vicious left hook to the reader's nose.



Keystone

ABOVE—THE LATEST OF THE AMATEUR TENNIS STARS TO TURN PROFESSIONAL: Ellsworth Vines, two-time national U. S. champion, hailed as Tilden's successor to the world's tennis throne, joins Tilden's professional troupe and will appear with the Old Master, Cochet, Frank Hunter, Vincent Richards, Bruce Barnes and others in a series of matches to be played in the leading cities of the world.



Keystone

ABOVE—QUICK, WATSON, THE EAU DE COLOGNE: Tommy Green, a long-distance walker, being sprayed with perfumed water by his enthusiastic admirers, as he starts the last lap of a 50-mile walk in London.



RIGHT—THE FLYING BLOCK IS LEGAL: This flying block of a punt affords an interesting study in motion suspended by the quick eye of the camera.

Haas

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Grip Fast marking is a waffle meshing of the surface of the ball providing much greater finger traction, and a real security of grip. Mesh marking on a golf ball gives it even flight through the air. This new marking will impart the same feature to basketballs. Grip Fast marking provides a resilient surface to the casing and elasticity to the touch which is bound to result in livelier, faster play.

Grip Fast marking met with instant success on footballs, being used in many of this season's major games. It is being accepted with equal enthusiasm by basket ball coaches who insist that their teams have the advantages of improved equipment.

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COUNTRY GIRLS AND CITY SPORTS

By HELEN M. BARTON

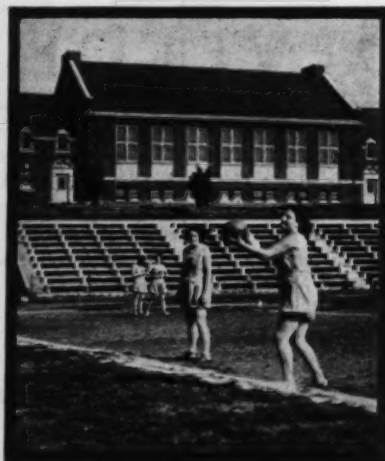
Miss Barton is professor of health and physical education for women at the State Teachers College, Clarion, Pennsylvania.

HEERS and screams of victory coming from a roadside school ground arrested my attention while driving through one of the country districts of North Carolina this spring. One cannot safely drive and look about simultaneously, so I stopped to investigate the cause of all this commotion. Rural school grounds are usually so dispirited in aspect that I was curious as to the source of this apparent sign of spontaneity.

Walking to the rear of the building I discovered that the reason for the excitement was the scoring of a winning goal which terminated an inter-consolidated school hockey tournament. The girls forming the losing team had swung into a circle and were skipping about the victors in a sort of congratulatory ceremony. However, the thing which first caught my attention was not the dance, but the sticks the players had been using, and which were being waved about in the air in the process of celebration. Miss Constance Appleby's oldest specifications would never have included such strange wooden affairs as these. Some of them were from trees, sawed at a convenient branching point, and others were abbreviated ice hockey sticks of the mail-order-house variety. Each girl seemed to have had as much enjoyment from it as though the implements had been perfectly constructed with an approved manufacturer's stamp upon them. As I watched I wondered, "Why don't we see more of this sort of play in our country districts? Is our physical education program largely for the children of municipalities? Cannot the experiences of rural children be wholesomely enriched by greater promotion of play programs?"

The above description of apparatus and the comments upon it are not made with any attempt to minimize the importance of equipment, for, of course, that has its place as every recreational leader knows. It is made, however, in order to emphasize the point that

many of the handicaps which seem to loom so large as to completely blot out the vision of a consolidated or small high school physical educational program for girls are usually mythical. With the application of thought and study to the situation the obstacles vanish, or so diminish in size as to become almost negligible. A physical education program for girls in such



schools is possible and it can be made practical enough to meet the restricted faculties of these institutions. However, the principal or teacher under whose direction such activities are to be planned must heed certain fundamental principles, if the program is to reach maximum effectiveness.

The first consideration is the scope of the program. Unfortunately, many localities rally the entire athletic energies of the school and community around one form of activity, namely, basketball. When school funds for the promotion of this game become exhausted, merchants of the town or county come forward with proffered means of material support. The basketball team is the pride of their community—the chief topic of their conversation. Schools and community interest in sports is born with the beginning of the basketball season and it dies with the fading cheer from the last game. Basketball has its merits, but it is a tragedy to limit a sports program to such narrow confines. Other games will challenge a player's ability as much as basketball, and there are many engrossing skills to be learned in other sports if the chance is only offered. Let the directors of the physical education work in consolidated schools and small high schools bear in mind that one of the foremost points in the formation of a program is the kinesthetic, social and recreational development of the children themselves, and not the entertainment of the adults of the community. With this keystone idea firmly in place, the building of a wider sports program for girls is greatly facilitated.

Any physical education plan,

whether for city or rural use, involves the recognition of certain basic purposes. For example, the girls should be taught the value of recreation. Today this idea is especially important as we cross the threshold of a new industrial era. The adult who has no resources within herself is always at a great disadvantage. She cannot, or usually does not, develop her instinct for recreational activities, however, unless some experience is offered her whereby she may sample the pleasures. Likewise, to enjoy fully, she must attain a certain amount of skill and knowledge of an activity. Youth is the place in which to begin to acquire this interest in dexterity, but what advantages are our consolidated rural schools and small high schools extending to the girls in attendance?

Closely akin to interest is personal performance, and as a most natural sequence will follow the girl's interest in her own physique. Health, or the normal functioning of the physiological apparatus, is usually a concomitant of recreation skills and knowledge too. Many times physical directors reverse the order and stress health principles unaccompanied by an opportunity actually to apply the theory. Well regulated well coached games on the playfield form a splendid opportunity from which to deduct hygienic objectives of the classroom.

Training in the art of associating pleasantly with others is just as much an asset to the girl of the rural community as to her sister in the city. Playing team games, abiding by rules which make for the development of a sense of fair play, and being placed in the trying situations which come up in any sport, all offer a real opportunity for the development of poise and self control which is needed by every girl as much as by [Continued on page 26]



ANDREW KERR,
Football Coach,
Colgate University



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TO BE AN IDEAL
TRAINING TABLE DRINK!

JAMES PHELAN,
Football Coach,
University of Washington



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CONTAINS NO CAFFEIN OR OTHER
STIMULATING DRUGS.

WALLACE WADE,
Football Coach,
Duke University



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TERFERE WITH SOUND SLEEP, STEADY
NERVES AND GOOD DIGESTION.

R. E. HANLEY,
Football Coach,
Northwestern University



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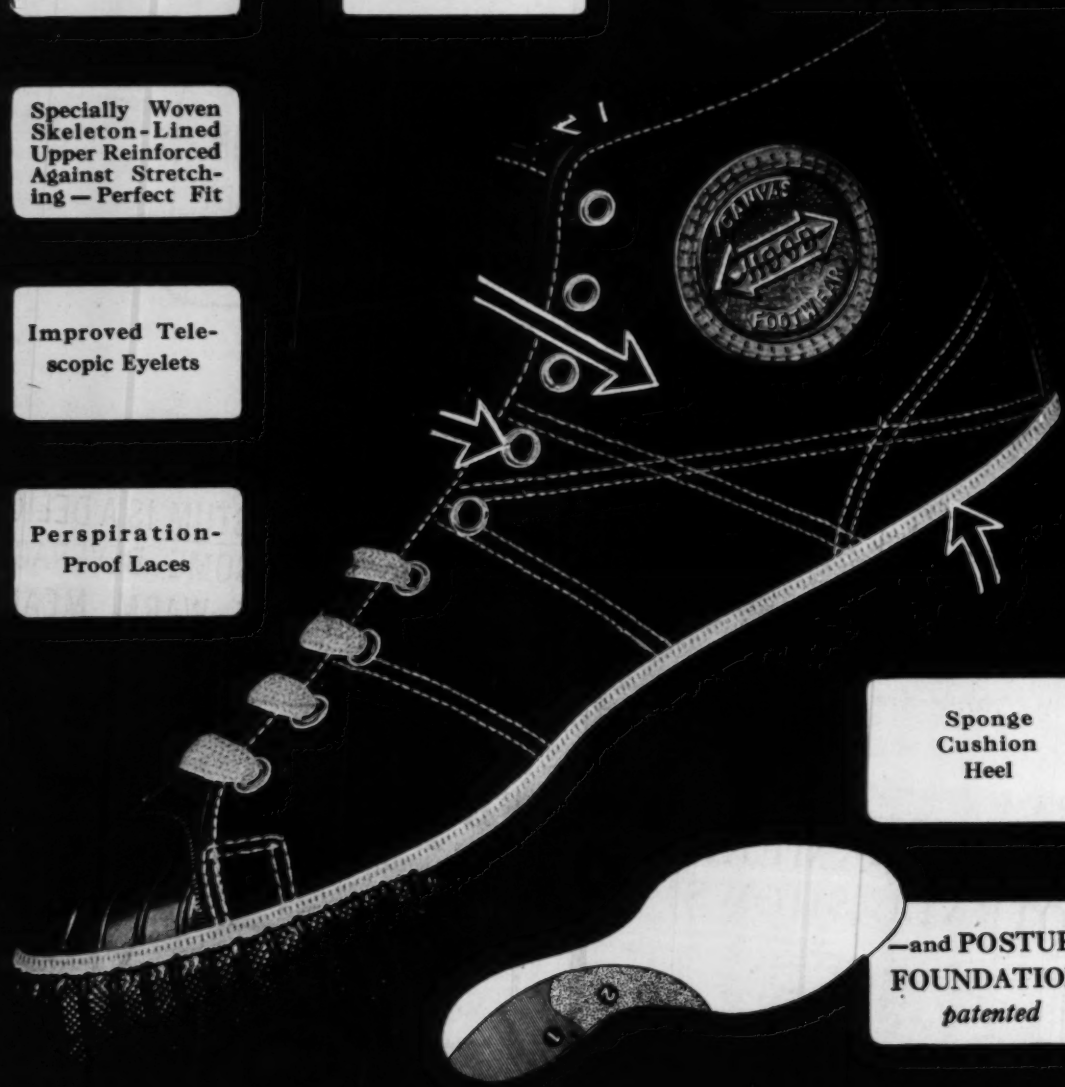
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Sponge Cushion Heel

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New Safety for comfort and health

New Low Prices to meet present day school budgets



The Phantom
has this buffed
crepe sole



The Hoopster
has this floor-grip-
ping molded sole

POSTURE FOUNDATION
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feet, tired legs, and knees



* Posture Foundation eliminates any need for taping feet and ankles to prevent fallen arches, tired legs and knees with resulting loss in a player's efficiency. This new patented feature consists of (1) a hard, rigid piece of material on top of the Sponge Cushion Heel, and directly under the large ankle bone, which gives proper support to the foot and guards against collapse of bone structure; and (2) a piece of resilient sponge rubber that prevents pressure under the sensitive area of the feet, both exercising and strengthening the muscles. Posture Foundation correctly distributes the weight of the body. It reduces fatigue and permits a player to maintain his speed throughout the entire game. A patented feature.

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Swimming

[Continued from page 14]



C. Aims. Development of ability to maneuver skilfully in the water by—

1. The learning and mastery of as many different swimming strokes as possible.
2. Creating the feeling of being at home in the water.
3. Learning and mastering a racing dive.
4. Learning and mastering a racing turn.
5. The learning and mastery of as many different water stunts as possible.
6. Learning several different water games.
7. Preparing for and entering into competitive events.

D. Introduction of subject.

1. Short lecture and demonstration by the instructor or some other available speaker.
2. Posted suitable pictures and illustrative material where it may always be available for class or individual reference.
 - a. Current magazine articles.
 - b. Charts on swimming, diving, and stunts.
 - c. Other suitable illustrations.
3. The showing of moving pictures.
 - a. Those taken at camp or in swimming pool.
 - b. "Crystal Champions" with Johnny Weissmuller and Martha Norelius.
 - c. Other available professional pictures.

E. Methods of procedure.

1. Teacher activity.
 - a. Keeping a careful attendance record.
 - b. Keeping a record of individual accomplishments.
 - (1) Aquatic events won.
 - (2) Strokes learned.
 - (3) Stunts learned.
 - (4) Tests passed.
 - (a) Swimmers.
 - (b) Life Saving.
 - (c) Boat.
 - (d) Canoe.
 - (e) Other tests.
 - c. Conducting class practice.
 - d. Diagnostic study of individual difficulties.
 - e. Remedial measures to correct individual difficulties.
 - f. Conducting final test to determine individual accomplishment.

- g. Conducting games and aquatic meets.
- h. Developing leadership to assist in all activities.
2. Pupil activity.
 - a. Regular attendance to class sessions.
 - b. Participation in class practice.
 - c. Participation in games.
 - d. Participation in aquatic meets.
 - e. Careful study of available reference material on swimming.
 - f. Making an effort during free swim periods to improve swimming ability.

Advanced swimming test

A. Demonstration of swimming strokes. At least 60 feet.

1. American crawl.
2. Side stroke, single over-arm.
3. Side stroke, under-arm.
4. Breast stroke.
5. Elementary back stroke.
6. Back crawl stroke.
7. Inverted breast stroke.

B. Demonstration of stunt swimming.

1. Vertical float.....60 seconds
2. Treading water.....30 seconds
3. Bicycle swimming.....30 seconds
4. Elementary sculling.....20 feet
5. Vertical sculling.....30 seconds
6. Spinning30 seconds
7. Water wheelat least 2
8. Somersaultsat least 2
9. Sculling feet foremost.....20 feet
10. Torpedo10 feet
11. Flutter sculling20 feet
12. Short man back stroke.....20 feet
13. Crab swimming.....20 feet
14. Surface dive in good form
15. Porpoise20 feet
16. Up stream swimming.....10 feet
17. Optional

F. References.

1. *Water Stunts Chart*, by Albert W. Gray. *Beach and Pool*, September 1932; *Scholastic Coach*, January 1933.
2. *Mechanics and Kinesiology of Swimming (The Crawl Flutter Kick)*, by Thomas K. Cureton.
3. *Swimming Simplified*, by Liba and Nita Sheffield.
4. *Recreational Swimming Activities*, by Thomas K. Cureton.
5. For complete bibliography refer to *Recreational Swimming Activities*, by Thomas K. Cureton.

Summa cum laude

By the Associated Press

Gretna, La., Oct. 19.—Mel Ott, slugging New York Giants rightfielder, and World Series hero, got his high school diploma here last night. Ott graduated from the Gretna High School in 1926, but he was playing with the Giants and could not be present at commencement exercises.

Mrs. Marian Odom, president of the Jefferson Parish School Board, rummaged around in office files and found the diploma.

She saved it until last night, when all Gretna turned out to welcome Ott, and presented it to him as thousands cheered.

DEMONSTRATION OF BREATHING AND THE CRAWL STROKE BY CLARENCE "BUSTER" CRABBE OF THE U. S. OLYMPIC TEAM MOVING PICTURE FILM REPRODUCED THROUGH THE COURTESY OF M-G-M AND THE SPORTSCOPE

BAIT FOR YOUR JUMPERS

By WILLIAM H. SIMPSON, Jr.

THERE has been a strong movement in recent years to eliminate the center-jump from basketball, but the movement has not been strong enough to achieve its purpose. The jump-ball is one of the classic features of the game, and it is highly doubtful whether enough feeling against it will ever be raised to restrict the jump even to the extent of eliminating only tip-offs.

The jump ball is with us as before, a spectacular flash of action which involves every player on the team at some time or other during a game. It is a fundamental common to all, just as shooting and passing are, and while many coaches no doubt give comparatively little time to developing the jump, it is perhaps true to say that there is no coach who has not at some time seen a victory or defeat turn on the outcome of a certain jump ball. It is when a strength or weakness is dramatized in this way that a coach is impressed with the importance of the fundamental concerned.

The purpose of this article is to pass on the suggestion of a device I have rigged up as an aid to developing good form and utmost height in

jumping. The accompanying photographs, and the drawing on page 28, show at a glance what this device is. It is the simplest sort of thing, and can be rigged up with no expenditure of money whatever. It has actually added inches to the jumping reach of every one of our players, and it does its duty in a fascinating sort of way, in that it hangs as a constant challenge to every player to improve his height in jumping.

This device is all the more valuable in that it affords the opportunity for setting up a jumping competition among the players, by which the record jump of each player is kept and posted on the bulletin board. Moreover, by recording the jump of each player the ideal in competitive attitude is encouraged. By that I mean that it stimulates the player to better his own previous achievement, rather than merely spurring him on to get ahead of his fellow players.

The ball is fastened to the end of a rope which passes through a pulley, or anything that will serve the same purpose, attached to the ceiling. To the other end of the rope we have fastened a flat chain, the links of which are large enough (an inch in length) to permit using them as fasteners to a hook on the wall. Each link is marked to show the height at which the ball hangs above the floor, so that when that particular link is fastened to the hook it is known exactly the distance a player will have to jump in order to touch the ball. We give credit on the record when a boy succeeds in touching the ball, because it is impossible to determine, for the purpose of the competition, whether he has actually controlled it. The ball, of course, moves freely when touched, and for the purpose of steadying it and bringing it to a standstill for the next jump, we have a flat stick nearby, so that it is not necessary to lower the ball in order to stop its swinging. If a piece of chain is not available for the fastening end of the rig, the rope itself, with knots or loops to mark the various heights, can be used.

It was almost incredible to me that such a simple device as this could create the interest in jumping that has been manifested by the members of our squad.* It made for an ideal situation from a teaching standpoint, because here was sharp-edged interest in an activity which is one of the game's most neglected fundamentals.

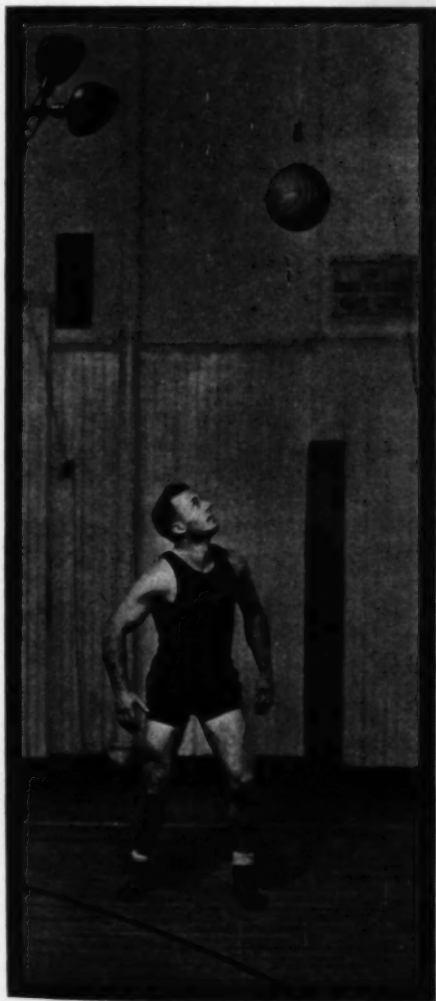
*Trinity School in New York, oldest operating secondary school in the country (founded 1709), where Mr. Simpson is director of athletics and physical education.

I have always found instruction in jumping for held balls to be about the dullest of all our exercises in fundamentals—until we suspended the ball from the ceiling. Now I find my players jumping for it at any odd moment, and enjoying it immensely. They are now only too ready to listen to advice which will tend to perfect their jumping form and increase their reach.

Of course jumping for this stationary ball suspended from the ceiling is not designed to supplant practise in jumping for the ball tossed up by the referee. Form, spring and reach can be generously developed with the stationary ball, but the moving ball is needed to develop timing and that sense of observation which enables a jumper to anticipate the referee's toss-up. That keen sense of anticipation, however, is not going to be very useful unless the jumper can jump.

Although the rules require the jumper to have both feet on or inside the circle, or imaginary circle if not at center, this does not prevent the jumper from taking a stance that allows him ample, legal leg spread. The

[Concluded on page 28]





A SPRAIN, a wrench, a torn or bruised ligament or muscle, a pulled tendon or laceration, will respond to treatment with Antiphlogistine.

Its rapidity and efficiency of action in the treatment of athletic injuries has won for Antiphlogistine a high place in the esteem of leading coaches and trainers.

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All-America

By W. O. McGEEHAN

(Reprinted by permission of the New York Tribune, Inc.)

THE story starts in a small mining town in Pennsylvania, which is inhabited by industrious and self-respecting Lithuanians whose sole idea is to live close to the coal. Having lived close to the coal all their lives, they naturally are a healthy and happy people.

Among the young men of the village is Stephan Cukoschay, the strongest and the most active of the young miners. He can neither read nor write, but how he can mine coal! His ambition is to mine coal on the lowest level of the deepest coal mine in Pennsylvania. The work at the mine where he is employed is too easy for the ambitious young man.

One day two men approached him with tales of a coal mine that should be the mine of his dreams. The elder of the strangers is a prosperous business man, who claims to be the operator of the mine. The other looks athletic. He poses as the foreman.

The two induce Stephan to accompany them on a train to the new mine where they promise him employment. Unsuspecting, he goes with them. Once during the trip he becomes suspicious. He hears the pseudo foreman speak of all-America. He knows that there are no all-America coal miners.

He recalls the story of Jan Bustalek, who was decoyed from the mining village. He never returned and he never was heard from again. A few years after somebody produced a picture section of a Chicago paper. It contained a picture of a football team called the "Ghostly Gaels." Among the athletes was a young man who bore a striking resemblance to the missing Jan, but intercollegiate football does not easily disgorge its victims.

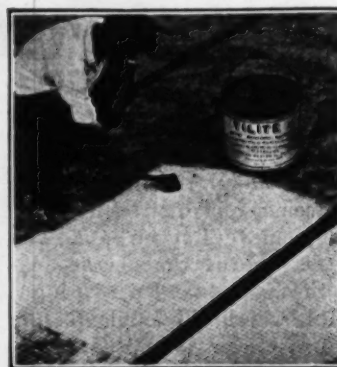
After they had traveled for twelve hours or more Stephan's employers informed him that they were nearing their destination. He looked out the window. It did not look like anthracite country to him, so he said nothing.

As the train pulled up his worst fears were realized. The car was surrounded by young men who were screaming "Rah! Rah! Rah!" He knew that he had been decoyed to a college campus under promise of honorable labor. He was in the hands of a football coach and a wealthy alumnus.

He pleaded to be allowed to return to his people. "Not until you have made the all-America team," said the coach and the wealthy alumnus. He was fingerprinted and put into a football uniform, which he was to wear all the year around.

At first Stephan was plunged into the depths of despair. But he resolved that he would escape at the first opportunity. Never would he remain until he became a member of the all-America team, which might mean worse degradation for him. He would go through the motions of football, but he would never put his heart into the work.

They might keep him in college as long as the editor of the Alumni Weekly, but



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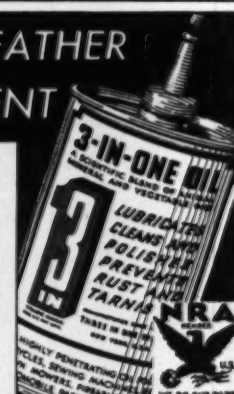
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SCHOLASTIC, the national high school classroom magazine, is now a weekly. Contains 32 pages of contemporary material for the English, History and Social Studies classroom. Also student section with a weekly sports page. Only 3c per week per pupil. Write for sample copy: Scholastic, Chamber of Commerce Bldg., Pittsburgh, Pa.

his foremost thought always would be, "Back to the mines."

In the meantime Pollyanna, Stephan's sweetheart, began to search for him. At last she went to the Carnegie Foundation and told them her fears. She begged them to save Stephan from the all-America team, a fate worse than death.

The Ghostly Gaels were playing in the vast Pennsylvania stadium. The crowd was in a frenzy. The Ghostly Gaels had only ten yards to go for a touchdown. They had galloped through broken fields for that distance. The cry from the stands now was "Touchdown!" It looked as though there would be one, for nothing could stop the Ghostly Gaels, those fighting Irish, that day.

Isadore Cohen, the quarterback of the Ghostly Gaels, barked a signal. Giuseppe Ravioli, the center of the Ghostly Gaels, snapped the ball back and charged. The pigskin went into the arms of Stephan Cukoschay, the fullback of the Ghostly Gaels. The crowd rose and screamed.

Cukoschay was the greatest broken-field runner of the season. He was a cinch for the all-America team. Grantland Rice and all of Varsity Walsh's board of coaches were picking him. He was greater than Grange.

Cukoschay started to run. He reversed his field. He reversed himself. He reversed the Ghostly Gaels. He was free of all tacklers. But he was running in the wrong direction. Faster than a frightened deer he made his way to his own goal line. He did not stop there. He dashed through an open gate with the ball still tucked under his arm. There was the sound of an airplane engine, and Stephan Cukoschay never was seen on any gridiron again.

Back in the little mining village Stephan was given his job back on the lowest level. He married Pollyanna, who had taken aviation lessons to aid in his escape. But she flies no more. Sometimes she comes down in the cage with his dinner pail.

The only thing that troubles them is that when their little boy, Stephan Jr., grows up he might find himself shanghaied by a football coach and finish miserably on the all-America team. But the child's bringing up will be a constant warning against these pitfalls for the honest miner.

BONERS DEPARTMENT

First-aid Div.

In answer to the question "What should be done with a person who has fainted in a crowd," a student wrote:

"Lay him on his side and turn his head on one side so his tongue won't stop up his air hole. All stand back and cut the tight things on her."

Miss B. Angie Boyle,
Borger High School, Borger, Tex.

Outclassed

The teacher sighed: "I would that I in discipline might e'er approach
The fond obedience rendered by
My pupils to the football coach."

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animal
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Country Girls

[Continued from page 18]

every boy.

Granting then, that the director of a small high school or consolidated school concedes recognition to the essential points thus far discussed, attention may now be turned to the material content of the program. The selection of sports for a year's outline hinges upon two points—climate and space. The latter is often extensible according to local situations, but the former is a factor to be regarded with consideration.

Play space about schools in rural districts should theoretically cause no concern. If the immediate school property is not of sufficient size to afford a playfield 80 yards by 40 yards, tact on the part of the director and a little persuasion practiced upon the neighboring land owner will almost inevitably net a large enough portion of a nearby corn field to plan a fine play space. If the area cannot be donated for the use of the girls, perhaps the local board can be prevailed upon to rent a small piece of ground for this purpose. Sometimes the local grange or similar organizations may be of assistance in securing adequate field space or equipment. The area should, of course, be as level as it is possible to make it, which may perhaps involve plowing and dragging and then seeding it with grass. Timothy, clover or lawn seed may be used to hold the dirt, but the lawn seed eventually makes a better turf for play. Lining the field for various sports is easily accomplished. For general purposes a two-inch lime line is best. Goal posts can be fashioned from 2 x 4 pieces, 4 x 4's, or made of gas pipe sections.

Planning a program in a climate where out-of-door work can be carried on indefinitely, means increasing the range of sports the girls may be offered. In a section of the country where the fall and spring seasons are short, the list of activities must of necessity be curtailed. However, by outlining material for the first condition, it may be easily condensed to accommodate the other. The suggested games [see page 27] are entirely suitable for consolidated schools and girls in small high schools from the standpoint of graded physical education work. If the director is at all in doubt however, about the advisability of certain girls actively participating in the sport, it can not be too strongly impressed upon him that the county nurse or doctor should be consulted.

Spring play days, perhaps with nearby schools, are always fun for the girls and afford a splendid review of the year's work. Social values may be stressed here by using mixed teams, i.e., players from the different schools composing one team, versus a team of similar makeup, until all players have been selected on some team. Let the girls help run the affair, too, as well as play in the games.

Give the girls a chance, directors! You will be surprised at the enthusiastic response you will get from your group, even if you have only minimum facilities. Let it be repeated—physical education for girls

can be given in country districts. There is such a thing as a really practical program for such situations. Don't hide behind the "can't be done" alibi. Try out a program this year.

The following outline is not intended to be a complete list of games, but is intended only as a suggestion of those activities that can be undertaken at small expenditure of money and conducted by any school regardless of its size.

Fall Sports

HOCKEY—Field 80 to 100 yds. x 40 to 50 yds., 22 hockey sticks, hockey ball or cork outdoor baseball, shin guards, whistle. 22 players. References: *Field Hockey and Soccer for Women* by Frost & Cubberly (Scribners); *Field Hockey Analyzed* by Hazel Cubberly (A. S. Barnes); *Spalding Field Hockey Guide* (American Sports Pub.).

SOCCER—Field same as in hockey, soccer ball, shin guards, whistle. 22 players. References: *Field Hockey and Soccer for Women* by Frost & Cubberly (Scribners); *Spalding Soccer Guide for Women* (American Sports Pub.); *Physical Education for Elementary Grades* by Neilson & Van Hagen (A. S. Barnes).

FIELD BALL—Field same as for hockey and soccer, soccer ball, whistle. 22 players. References: *Play Activities for Elementary Schools* by Dorothy LaSalle (A. S. Barnes); *Spalding's Official Handbook for Women* (American Sports Pub.); *Spalding Soccer Guide for Women* (American Sports Pub.); *Physical Education for Elementary Grades* by

The Christmas Book

To help you in planning your Christmas celebration this attractive booklet has been prepared. It contains *A Devonshire Christmas*, a celebration for Merrie England; *A Christmas Frolic*; the *Saint George Play*; *The Perfect Gift*, a pageant; *A Christmas Carnival in Carols and Pantomimes*; *Stories of the Christmas Carols*, a play for young children; *A Christmas Kaleidoscope*, introducing a large number of children in folk dancing; a list of Christmas plays and pageants, and a list of Christmas music.

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Neilson & Van Hagen (A. S. Barnes).
SPEEDBALL—Field same as for hockey and soccer, soccer ball, whistle. 22 players. References: *Spalding Soccer Guide for Women* (American Sports Pub.) contains rules for speedball.

Winter Sports

BASKETBALL—Indoor court, or outdoors climate or season permitting, basketball, whistle. Twelve players. References: *Basketball and Indoor Baseball for Women* by Frost & Wardlaw (Scribners); *Spalding Basketball Guide for Women* (American Sports Pub.); *Basketball for Women* by Alice W. Frymir (A. S. Barnes).

VOLLEYBALL—Indoors or outdoors, volleyball, net, whistle. Fourteen players. Ref.: *Volley Ball for Women* by Katherine Montgomery (A. S. Barnes); *Spalding Volley Ball Guide for Women* (American Sports Pub.).

SKATING, ICE HOCKEY, SKIING—where suitable.

Spring Sports

PLAYGROUND BASEBALL—Baseball diamond, bats, outseam playground ball, 4 bases. Twenty players. References: *Baseball for Women* by Gladys Palmer (A. S. Barnes); *Basketball and Indoor Baseball for Women* by Frost & Wardlaw (A. S. Barnes).

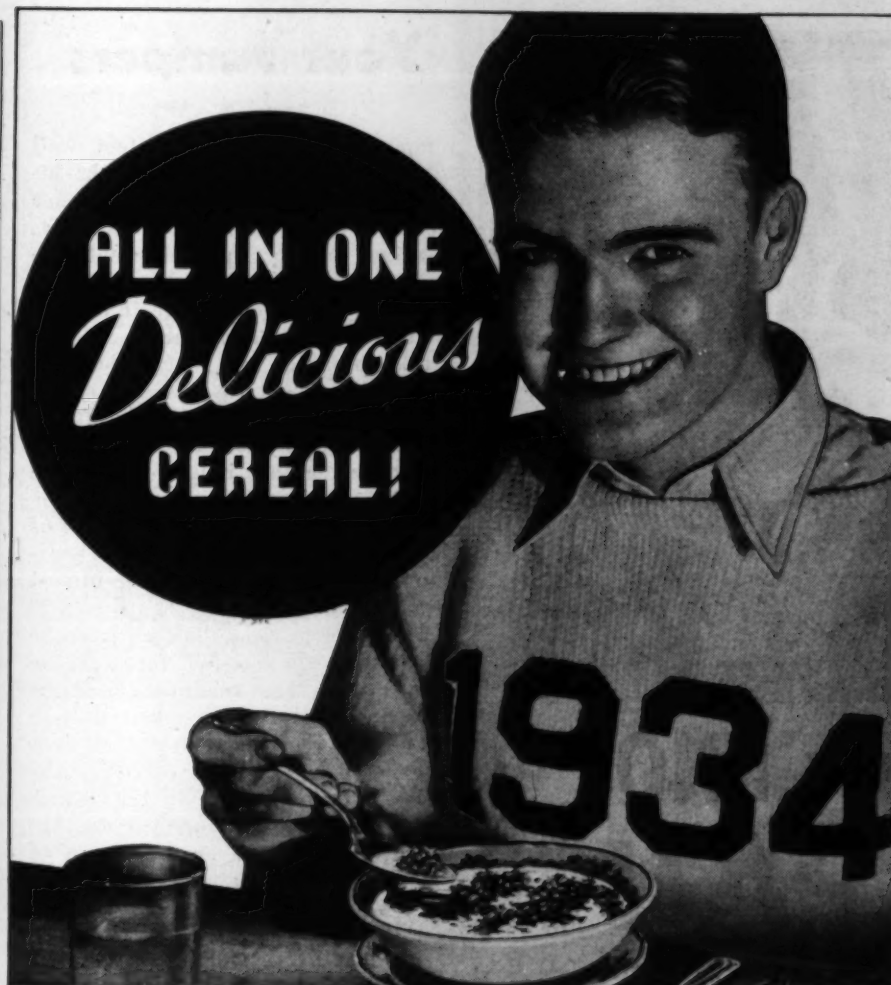
Tennis, quoits, horseshoes, track and any sports listed under fall season which may be desired.

Floating Coaching School

The editor of *Scholastic Coach* would like to hear from coaches and physical directors interested in making a six-week tour of Europe next summer under a cooperative plan which would cost \$400 at most, including all expenses. The passage across the Atlantic would be by express liner, offering excellent accommodations in the tourist class. Arrangements would be made to have one of the country's leading football coaches, and a basketball coach, conduct a school during both crossings, thus affording the members of the party the opportunity to invest several hours each day of the crossing to the best advantage. In Europe visitations would be made to some of the outstanding physical education and athletic schools. If interested please write to the editor, *Scholastic Coach*, 155 East 44th Street, New York, N. Y.

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But—Post's 40% Bran Flakes contains *other parts of wheat* too.

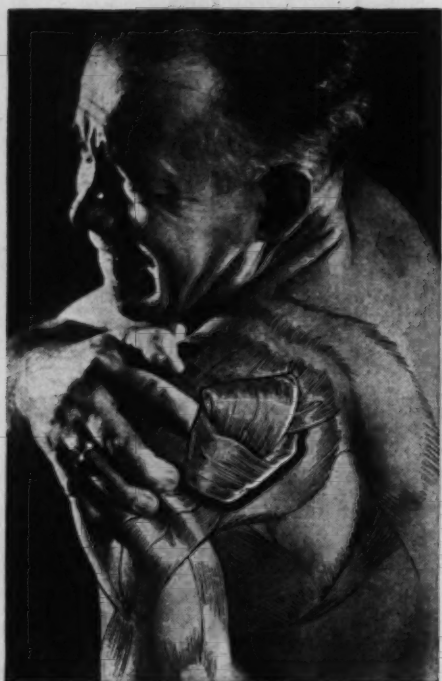
And in this combination of bran and other parts of wheat is the secret of its marvelous flavor. And of its high

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So when you recommend bran—say, "Post's 40% Bran Flakes!" Youngsters like it, once they've tried it, as much as any other cereal they've *ever* tasted. And at the same time, they get those extra benefits they *need*—to help keep them regular and fit! Post's 40% Bran Flakes is a product of General Foods. At all grocers.



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ABSORBINE JR.

For years has relieved sore muscles, muscular aches, bruises, burns, cuts, abrasions, sprains, sleeplessness, "Athlete's Foot."



Your Jumpers

[Concluded from page 23]

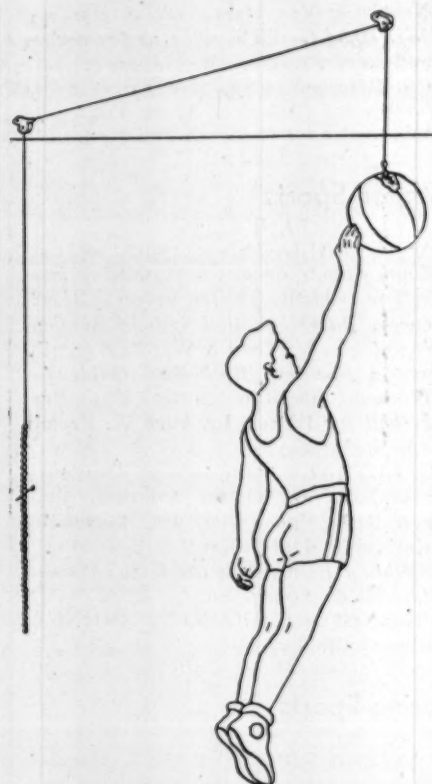
jumper can have his left foot well within the circle, right up to the bisecting line, and the toe of the other foot may be as far away as two feet, meaning the foot proper would be more than two feet away. I recommend this maximum stance if it feels comfortable to the player, because it is this spread of feet that enables the jumper to negotiate his turn-jump with the full amount of twisting force. If the jumper takes a stance with feet close together it is clear that he would not have the best grip on the ground for twisting the right side of the body around and up into the position best suited for gaining the utmost in arm reach.

The photographs show clearly the stance, with the left foot forward, the knees bent in tense readiness, the arms alert and ready to play their part in sending up the right hand to get control of the ball.

The disadvantages of the stance with the right foot forward are apparent. The almost one-half turn of the body with the attendant lowering of the left shoulder, would not be possible if the right foot were placed in advance of the left. This forceful body turn, coordinated with the spring upward, is a real aid to better height, as experiments show. I have conducted a number of tests, using the ball suspended from the ceiling, and invariably all right-handed jumpers were able to reach greater heights when they sprung from a stance with the left foot forward and used the body twist with the attendant dropping of the left shoulder to give still another inch of reach to the right arm. My tests also show that this last inch will be a "bigger inch" if the left arm is kept pretty close to the side, hanging straight down. As soon as the left arm is thrown out and away from the body, it has a tendency to detract from the stretch of the right side of the body and arm.

A beautiful thing is the jump in basketball, with its grace, precision and arrowy life. In connection with it, I am reminded of the poet's** line: "of salmon leaping to the flickering fly."

It is this straight upward leap that is desired by the jumper going up for the tossed ball. The twist will aid him in going upward instead of forward, and there is no justification to the criticism that the twist tends to throw the right hip into the body of the opposing jumper. There is nothing to this whatsoever. The body of the



Illustrating the rig for suspending the ball from the ceiling by means of pulley and rope. The jumping height can be determined by the point at which the chain, or rope, is fastened to the wall.

twisting jumper is no more likely to strike the opponent than is the body of the non-twisting jumper. Either type of jumper can cause the illegal contact if he chooses to, but the jumper who intentionally goes forward, instead of straight upward, in order to cause personal contact, is admitting defeat. Frankly outjumped by his opponent, he is attempting to cancel his opponent's good jumping by foul means. Referees should be especially quick to call these jumping fouls.

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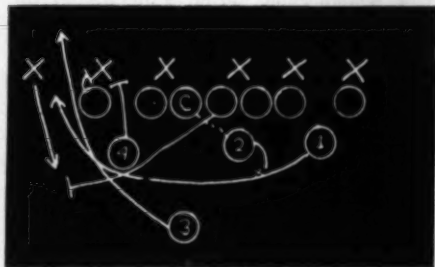
"QUALITY — SERVICE — PRICE"

**The poet is the Reverend F. C. Lauderburn, and his poem is "Basketball," published in the Dec. 1931 Scholastic Coach.

Beating the Defense

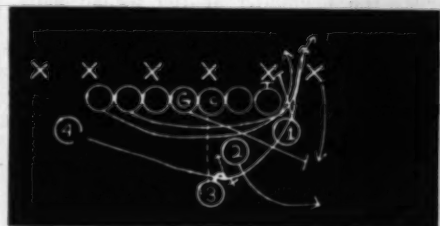
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SOUTHERN CALIFORNIA REVERSE



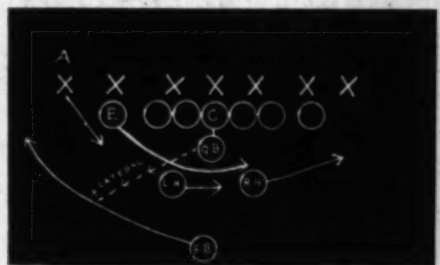
Center passes to No. 2 who half-spins outward and hands the ball to No. 1. The play hits the off-tackle hole on the short side, with No. 3 leading the runner. It is set up when the defensive tackle against the short side moves in far enough so that the left end can hit him from the outside.

WARNER DOUBLE SPIN REVERSE



Center passes to No. 3 who fakes to No. 2 and passes to No. 4. Long end and No. 1 block the defensive left tackle. The guard from the long side (G) blocks the defensive left end, and two other linemen from the long side lead No. 4 through the off-tackle hole. After making the pass to No. 4, No. 3 fakes back into the line.

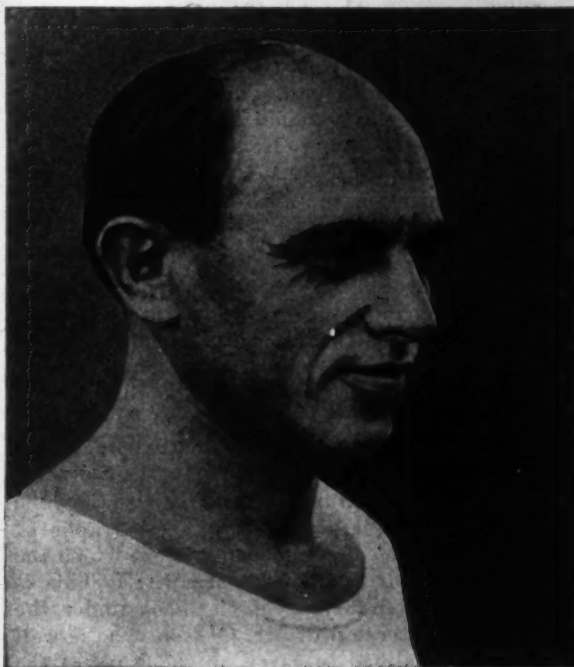
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Center passes to QB up close, who fakes to left end (E) as the latter circles. QB then delays a count and tosses a lateral to FB who runs down the sideline. The play is set up by running the end around until the right defensive end (A) forgets himself and cuts in too sharply.

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New Books on the Sportshelf

Football under two codes

LAST month I had occasion to comment on the Official Interscholastic football rule book as published by the National Federation of State High School Athletic Associations. At the same time, brief notice was given to the companion volume, *Football Play Situations*, based on the Federation's official interscholastic rules. These two volumes seemed to cover the football situation amply, from the Federation angle, so I thought. But, it seemed, the indefatigable editor and compiler of football facts for the Federation, Mr. H. L. Ray, was only half way to the goal. His final play of the season was still to appear, and in due course it came in the form of an 86-page booklet called *Football Play Situations based on the N.C.A.A. Official Football Rules*. This certainly does things up thoroughly, and as I see it, places the National Federation, publishers of this growing library, one touchdown ahead of their collegiate rivals. It is an interesting situation which finds the high school men publishing the interpretative work and textbook for the study of rules made by the college committee to which the high school men have been steadily denied membership.

J. L.



OFFICIALS' PROCEDURE SIGNALS

(From *Football Play Situations*)

In addition to the signals used to indicate penalties, several signals are commonly used between officials in their procedure.

Fig. A. Signal by the Field Judge that the ball is dead after a kick; also used by the Field Judge and the Umpire to indicate that the ball should be blown dead on completed forward passes, long runs, and plays down the field, and by officials to indicate that the ball has gone out-of-bounds between the goal lines or that they are ready for play to start on a kick-off or free kick—Raising one hand over the head.

Fig. B. Signal by Field Judge that a kick ball has crossed the goal line before being touched by a player of either team or that the ball has gone out-of-bounds from the end zone or that a forward pass has struck the ground in the end zone—Swinging of arm or arms in a vertical plane at the side.

Fig. C. Signal used by Referee in addition to the oral signal (which is usually two or three blasts of the whistle in rapid succession) to the Field Judge (or timers) that time is out in cases where the wind or noise makes it difficult to hear, also used by Referee to indicate (in addition to his whistle) to the Captain or kicking team that play may start on a kick-off or free kick when he is not near the ball—Swinging arm in a vertical plane over the head.

The Field Judge and Umpire should indicate that the ball is dead on an incomplete forward pass by shifting the hands and arms in a horizontal plane.

Fig. D. Used by player to signal that he is attempting a fair catch; also used by the Captain to signal the Referee on a free kick that he is ready to start—Raising one hand (only) clearly above the head.

OFFICIAL INTERCOLLEGIATE FOOTBALL GUIDE OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. Edited by Walter R. Okeson. 258 pp. plus 80-page Rule Book in detachable form. American Sports Publishing Co. 35 cents.

The Sportshelf has been so crowded this fall that here it is November before I can find a nook for the annual Football Guide. The Guide is one thing and the National Federation rule book is something else. The Guide contains only the N.C.A.A. rules and does not mention the existence of the Federation rules.

Except for the two books of rules themselves, there is no point in comparing the Official Intercollegiate Football Guide with its 258 pages plus rule book, with the National Federation rule book. The Football Guide contains, as it has for years, a veritable encyclopædia of football facts and figures, mostly collegiate, as the name of the Guide infers. It also has the usual large album of photographs of 1932 college teams, without which the Guide would not seem itself. This is the first year of the book under the editorship of Mr. Okeson, who is well qualified to carry on the work of the late E. K. Hall, and before him, Walter Camp.

As for the few differences between the rules of the N.C.A.A. and the National Federation, I can do no better than to reproduce the summary on differences* compiled by Mr. E. A. Thomas of Kansas, whose state is among the four that have declared the Federation rules official.

J. L.

Changes in Both Codes

1. Both the N.C.A.A. and the National Federation codes provide for a side zone ten yards in from each sideline and running from one goal line to the other. Whenever the ball becomes dead in this side zone it is brought out to the inside boundary of the side zone. The referee arbitrarily places the ball ten yards in from the side line each time the ball goes out of bounds or is declared dead in the side zone.

2. The definition of clipping has been changed so as to include charging or falling into the back of an opponent's body, whether it be below the knees or not. The penalty for clipping has been changed from 25 yards to 15 yards.

Differences Between the Codes

1. The new High School code provides that any kicked ball remains a kicked ball only until it comes into legal player possession, while the N.C.A.A. guide continues to rule it a kicked ball until it becomes dead. This means that if a kicked ball comes into possession of a player of the

receiving team who loses possession of it before it is declared dead, that (1) the High School rules permit a player of the kicking team to advance the ball if it is received in the air—it is ruled as a fumble—while (2) the N.C.A.A. rules prohibit a player of the kicking team to ever advance the ball beyond the point of recovery after it has been kicked.

2. A kicked ball which does not cross the line of scrimmage may be recovered by either side, but (1) the High School code prohibits either team from advancing it beyond the spot of recovery, while (2) the N.C.A.A. rules prohibit the kicking team from running with it, but permit the receiving team to advance it.

3. The High School code simplifies the rule in regard to fouls committed while the ball is out of bounds. It provides that when a player (anywhere) commits a foul after the ball has gone out of bounds between the goal lines, the penalty shall be enforced from the succeeding spot. The N.C.A.A. code provides for such a penalty only when the ball carrier has been fouled out of bounds.

4. The High School code provides for a 15-yard penalty for illegal return to the game and for delay of the game by a team not ready to play at the start of the game or at the beginning of the second half. The N.C.A.A. code provides for a 25-yard penalty in these cases. For the purpose of simplification, all 25-yard penalties are reduced to 15 yards in the high school code.

5. The High School code divides forward passes into classes and classifies incomplete forward passes into Major Incomplete and Minor Incomplete passes. Major Incomplete passes are those which have penalties involving the loss of the ball, such as passes touched by ineligible men. The Minor Incomplete passes are those with penalties involving only the loss of a down.

In the High School code all penalties are classified and easily determined. Those which relate to certain types of plays are all found together and there is a general classification of all fouls, such as those which involve personal contact and those which do not. Several other changes have been made for the simplification and clarification of the intricate set of regulations that have developed along with the game.

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*Appeared in the September, 1933, issue of *The Kansas Athlete*.

Here below

[Continued from page 5]

tal control, poise, character building and good citizenship" will revolt one reader as much as "Makes the public too 'war conscious'" revolts another. There is, in our opinion, no way of fairly appraising the value of an activity unless all the conditions that surround the activity, locally, are known.

We have personally supervised rifle shooting and trap shooting in a secondary school and in a boys' summer camp, and as far as we could determine there was no more war psychology developed at the range than was being developed on the baseball field. We recognize the impossibility of accurately gauging states of mind in a situation of this kind, but when a supervisor or instructor gets to know his pupils well, he can determine by diverse signs whether an activity is promoting or retarding those traits of character which he regards as conducive to good living. Being a pacifist myself, we were on trigger-edge to note any boy's inclination toward irreverence or disrespect for the sanctity of life. The group attitude of our rifle shooters toward their favorite sport was no more sanguinary than the group attitude of the archers toward their sport, or football players toward theirs. To football-baiters this may appear to be no compliment for rifle shooting!

It is when the War Department, the R.O.T.C., the D.A.R. or any other outside organization assumes the prerogative of educators by entering the school with propaganda, that rifle shooting takes on a sinister aspect. Bean-bag throwing would take on a sinister aspect in school if controlled by the War Department. The activities that go on under the sponsorship of the school should be directly controlled by school men and women.

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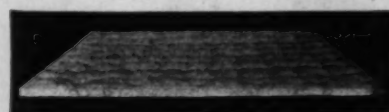
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Texas High School Football Coaches Have Organization

THREE years ago the first state high school football coaches association was organized in Texas with twenty-eight charter members. The organization took place on Nov. 28, 1930, in Houston, Texas, on the occasion of the State Teachers Convention, with the approval of the Texas Interscholastic League.

Much credit for the early planning of the Texas High School Football Coaches Association should go to John A. Pierce of Corsicana, Texas, for it was largely through his enthusiasm and effort that the permanent organization was formed. He was the first president, and, after serving two years, was succeeded by Tom Dennis of Port Arthur. At the last meeting, September 1933, new officers were elected for the fourth year, bringing Henry Frnka of Greenville to the presidency, Claud Kellam of San Antonio, to the vice-presidency, and P. E. Shotwell of Breckenridge to the secretary-treasurership.

The Association has an eight-fold purpose, which may be summed up as follows:

1. To help maintain the highest standards in football and the football coaching profession.
2. To secure a better understanding of high school problems.
3. To endeavor to improve the game of football in all of its phases.
4. To secure a more beneficial understanding of the various phases of football.
5. To place at the disposal of coaches, sources of football information.
6. To work together for the improvement of conditions in Texas High School football.
7. To have a representative group of football men in which football problems of general interest may be discussed and to which they may be referred for the friendly interchange of ideas, resulting in better relationship between the schools.
8. Good fellowship and social contact.

Progress has been slow but steady for the Association. The present active membership numbers sixty-five, and a drive is on to increase this number. But even with so small a percentage of Texas high school coaches on the active membership roll, the Association has made its influence felt throughout the state. The most successful project undertaken was the coaching school held last summer in San Antonio, with D. X. Bible, the noted coach, as instructor in football.

The officers and directors of the Association earnestly solicit the good will and active membership of Texas school coaches, for it is felt that an organization of this nature can be of considerable value in the proper development of high school athletics.

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